EDUCATION FOR ALL

Mid Decade Assessment

PAKISTAN

Country Report
2008

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION

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LIST OF ACRONYMS

ABES	Adult Basic Education Society
AEPAM	Academy of Educational Planning and Management
AIOU	Allama Iqbal Open University
ALC	Adult Literacy Centre
CBO	Community Based Organization
CLC	Community Learning Center
ECE	Early Childhood Education
EDO	Executive District Officer (Education)
EEF	Elementary Education Foundation
EMIS	Education Management Information System
ESR	Education Sector Reforms
FANA	Federally Administered Northern Areas
FATA	Federally Administered Tribal Areas
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GNP	Gross National Product
GPI	Gender Parity Index
ICT	Islamabad Capital Territory
LCs	Learning Coordinators
LFA	Literacy For All
LIFE	Literacy Initiatives for Empowerment
LIMS	Literacy Information and Management System
LNRC	Literacy Non-Formal Basic Resource Center
NAVTEC	National Vocational & Technical Education Commission
NCHD	National Commission for Human Development
NER	Net Enrolment Ratio
NFBES	Non-formal Basic Education School
NGOs	Non-Governmental Organizations
NIPS	National Institute of Population Studies
NER	Net Enrolment Ratio
NIR	Net Intake Rate
NPA	National Plan of Action
NWFP	North West Frontier Province
PESR	President's Education Sector Reforms
PIHS	Pakistan Integrated Household Survey
PMLC	Prime Minister’s Literacy Commission
PSLM	Pakistan Social & Living Standards Measurement Survey
PTR	Pupil Teacher Ratio
SMC	School Management Committee
TLP	Total Literacy Programme
TTIs	Teachers Training Institutes
TVET	Technical and Vocational Education and Training
UNFPA	United Nation Fund for Population Activity
UPE	Universal Primary Education
VEC	Village Education Committee

PREFACE

The Constitution of Pakistan 1973 recognizes that education is a fundamental right of every citizen. Thus, it is the responsibility of the Government of Pakistan (GoP) to provide education to its entire populace. In addition to its constitutional responsibilities, GoP also recognizes the fact that education is crucial for human as well as economic development of the nation.

Education sector in Pakistan was deficient in access as well as quality dimensions during the past decades. Being cognizant of this fact, Ministry of Education (MoE) has put special emphasis on increasing access and raising quality of education in the post Dakar period. To streamline these issues, MoE developed a ten years Perspective Plan (2001-11) which provided a broader outline for the development of education sector in the country. Moreover, a comprehensive Education Sector Reforms Programme (ESR) and National Plan of Action (NPA) for EFA were developed and implemented to realize EFA goals by the year 2015.

Under these initiatives, reform programmes were commenced to provide free and compulsory primary education, provision of free textbooks, revamping examination system, revising and updating curriculum, development of textbooks and learning material policy, augmenting teacher training programs, capacity building of education managers, streamlining madrisah education and provision of missing facilities. Technical and vocational education is also getting priority in the reform agenda to cater to the needs of a growing economy and the onslaught of globalization.

To develop coherence with EFA goals and offset overarching challenges of globalization, National Education Policy review process was initiated in 2005. The new Education Policy, which is currently under preparation, comprehensively addresses issues of access and quality with special emphasis on gender equality.

As a result of these concerted efforts, significant progress has been made in education sector. Mid-term literacy target as set under the EFA goals has been achieved. Gross Primary Enrolment ratio has witnessed gradual increase, which is currently at 84 percent as compared to 81 percent in 2000-01. The Government is successful in retaining the students in schools while employing more school attractive policies. Resultantly, drop out rate has decreased from 53 percent in 2001-02 to 28 percent in 2005-06. Financial allocations for education sector in absolute terms have been increased from $1.11 billion to $3.61 billion in 2006-07 during the post Dakar period, a three-fold increase.

Afore-mentioned facts indicate that EFA is among the top priority of the Government agenda to make progressive advancement in education sector and remove system deficiencies. Though progress has been made, still there is need to accelerate efforts with renewed commitment to surmount challenges in cherishing EFA goals by the year 2015. Resultantly, Government is making further efforts to consolidate and sustain the ongoing reform process.

JEHANGIR BASHAR
Federal Secretary Education

FROM THE DESK OF JOINT EDUCATIONAL ADVISOR

Pakistan signed the Education For All initiative, generally known as EFA goals, during the World Education Forum (WEF) Dakar, Senegal in April 2000. The member countries committed themselves to achieve EFA goals by 2015. During the WEF 2000, it was decided that each member country will submit Mid-Decade Assessment Report (MDA) in 2007 on EFA targets which will assess the progress and achievements of the six EFA goals since the year 2000.

Subsequently, the Ministry of Education (MoE) was requested by UNESCO, Pakistan to prepare EFA-MDA Country Report. To accomplish this task, MoE adopted a consultative approach by involving its various Wings and affiliated organizations, provincial education departments and concerned international development partners.

A Working Group (WG) led by Joint Educational Advisor, Policy & Planning Wing was constituted comprising of representatives of Policy & Planning Wing, Projects Wing, Academy for Educational Planning and Management, UNESCO and UNICEF, Pakistan. The Working Group held number of consultative meetings to streamline the whole process. A National Review Workshop on EFA-MDA was also convened to involve provincial/area stakeholders to broaden the scope and ownership of this report.

Under the guidelines, a comprehensive methodology involving research and data analysis was adopted. The WG formed two sub-committees for report writing and data collection and analysis. The writing team made an inclusive review of available literature which included relevant publications, Dakar Framework for Action, EFA National Plan of Action, Pakistan Millennium Development Goals Report, Pakistan Economic Surveys and Pakistan Social & Living Standards Measurement (PSLM) Survey 2005-06.

Data collection and analysis team made a sincere effort to provide maximum data under each indicator. Several measures were taken to ensure that only valid and accurate data could be used in the EFA MDA report. In compliance with this strict criterion, it was decided that EFA MDA will only contain data of National Education Census (NEC) 2006 and National Education Management Information System (NEMIS).

I take this opportunity to express my gratitude to UNICEF and UNESCO Islamabad for their technical and financial support. I appreciate the hard work of the writing team particularly Dr. Haroona Jatoi, Dr. Pervez A. Shami, T.M. Qureshi, Qaiser Munir, Tauhiddudin Mirza, Dr. Muhammad Saleem and Dawood Shah for preparing this country report and the data analysis team particularly Nasir Amin and Irfan Majeed Butt for preparing statistical tables.

SYED FAYYAZ AHMAD

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EDUCATION FOR ALL

MID-DECADE ASSESSMENT COUNTRY REPORT PAKISTAN

Executive Summary

The Education For All Mid-Decade Assessment (EFA-MDA) Country Report Pakistan evaluates progress, achievements, impacts and prospects of Pakistan's efforts and strategies during post Dakar era (2001-06). It is based on wide array of information in the perspective of all Education For All goals. The review process has been coordinated by the Ministry of Education, Government of Pakistan and supported by the UNICEF and UNESCO, Islamabad. The information includes revisions of policies and plans, analysis of annual education statistics, household surveys on various EFA projects and programs, background documents and consultative meetings involving government and provincial stakeholders and international development agencies.

Irrespective of the considerable methodological challenges in attending the task of Mid-Decade Assessment, the Executive Summary reflects the progress and achievements of Pakistan in response to the Dakar goals. The assessment results are directed to each of the six major EFA goals and indicators. The report comprises two components – Main Report and Statistical Annexes presenting statistical analysis.

Pakistan has a population of approximately 159 million with one third living in urban areas while the majority of the people reside in rural areas, largely dependent on the agriculture sector for their livelihood. Pakistan is an Islamic republic and the overwhelming majority of the population (96.3percent) is Muslim. Approximately 1.6percent of the population is Hindu, 1.6percent Christian, and 0.3percent Bahais, Sikhs, Buddhists and followers of other religions. Pakistan has a multitude of languages which are as diversified as its people. Urdu and English are official languages.

Pakistan's macro and micro economic indicators have shown positive trends since 2000 after a decade of depression during 1990s. The number of people living below the poverty line has steadily decreased in recent years, standing currently at 17percent. It is ranked 136th on the Human Development Index in 2005. The percentage of spending on education as a percentage of GDP was 2.2percent during 2005-06. The Medium Term Development Framework (2005-10) has been aligned with the MDGs in keeping with the country's resolve to scale up efforts to achieve the MDGs relating to education by 2015.

In 2000-01, the Government of Pakistan (GoP) initiated a comprehensive Education Sector Reforms Programme (2001-06) in line with the National Education Policy 1998 – 2010 with a particular focus on EFA. Pakistan's EFA National Plan of Action (NPA) is based on the Dakar Framework of Action with the aim to achieve the six EFA goals. Free and compulsory education is a constitutional requirement. EFA plans are implemented by the provinces, however in accordance with the Local Government Ordinance (2001); there is further devolution to the district levels. Pakistan is a member of the UNESCO High Level Group on EFA and E-9 Forum and a potential EFA Fast Track Initiative (FTI) country.

Goal One: Early Childhood Care and Education (ECCE)

Early Childhood Education (ECE) has been set as the third highest priority in the National Plan of Action (NPA). Both the GoP and private sector are committed to promote ECE. According to the plan, net participation in ECE activities should reach 50percent by 2015. Katchi class was at one time common in formal schools but from the 1980s the practice was almost discontinued in some parts of the country. Recognizing the role and significance of ECE, provision has been made in the National Education Policy (1998-2010) to reintroduce Katchi officially as a formal class in primary schools, in effect making primary education six years.

Pakistan has made significant progress in participation in ECE activities. The level of achievement has already far exceeded the targets set for 2015. Compared to 36percent gross enrolment ratio (GER) in 2001-02, it had reached at 91percent by the year 2005-06. During this period the GER for girls increased from 33percent to 85percent, while the increase for boys was from 40percent to 97percent. Considerable increases with higher GER have been reported for all the provinces. Sindh currently has the lowest GER with 55percent for girls and 62percent for boys. The Federally Administered Tribal Area (FATA) shows the maximum discrepancy between girls and boys with GER of 78percent and 154percent respectively. Gross enrolment in ECE was slightly higher in rural areas (93percent) than in urban areas (88percent).

Reintroduction of formal 'Katchi' class as envisaged in the National Education Policy (1998-2010) is largely responsible for improvement in ECE. Under the new definition, all children who somehow attend the primary school whither un-admitted, overage or informal are considered as ECE participant. Resultantly, GER at ECE increased from 36percent in 2001-02 to 91 percent in 2005-06.

A somewhat less dramatic but significant increase was also reported in the percentage of entrants in Grade 1 with ECE experience, rising from 64% in 2001-02 to 74% in 2005-06. During the period, the increase for girls was from 72% to 78% while for boys it was from 58% to 72%. With only 28% of new entrants having ECE experience, Sindh was the province with the lowest rates for this indicator. In urban areas, 63% of new entrants have ECE experience compared to 77% in rural areas.

Out of a total enrolment of 7.1 million in 2005-06, 2.7 million (1.2 million girls and 1.5 million boys) were studying in private sector schools. The private sector accounts for about 33% of the education system overall, whereas for ECE its share is about 38%. The proportion of children enrolled in ECE activities in private schools is remarkably higher in urban areas. In urban areas, private schools account for 73% of the enrolment compared to only 22% in rural areas.

Notable growth in ECE activities has been reported. The move towards making it a part of the formal system may have produced this immediate impact. The differences in girls' and boys' participation rates are not great, but it should be noted that there has been a greater increase in boys' participation than girls in the past five years, and in the private sector there is a higher participation of boys than girls. There are considerable differences in the participation rates of the different provinces and administrative areas, but no further breakdown is available to identify sub-groups of the population which may not be participating in ECE activities.

Teacher training has been identified as an issue that needs to be addressed. There is no specific training required of teachers in the Government system. Consequently, the percentage of teachers with the requisite training was not reported. The percentage of trained teachers in the private sector was reported to be 47%.

Age-wise data is not available, making it impossible to report on net participation rates. The very high GER reported (over 100% for some areas) may be related to many of the children being over or under age and may not accurately reflect the actual percentage of the population participating in ECE activities.

The extension of ECE activities into all public schools is a major priority. The training of teachers and the provision of adequate classrooms are still challenges. The Government will continue to encourage the involvement of the private sector and NGOs to ensure that ECE is available to all children.

Goal Two: Universal Basic Education/Primary Education

The goal ensures that by the year 2015 all children with special emphasis on girls and children in difficult circumstances will have access to compulsory primary education of good quality. Starting from a baseline of 66%, the EFA-NPA target is 100% net enrolment ratio (NER) for boys by 2010 and for girls by 2015. An intermediate target of 79% NER (68% for girls and 90% for boys) was set for 2006.

The National Plan of Action (NPA) includes a number of strategies for the realisation of Universal Primary Education (UPE). EFA plans have been prepared and launched at national, provincial and district levels. EFA forums and EFA units have been established at each level to improve coordination and expedite implementation of the NPA. The Compulsory Primary Education Act has been enacted in three out of four provinces of the country as well as in Islamabad Capital Territory (ICT). Although enforcement of the act is still pending, significant efforts are being made to get all children into school. According to the NPA, primary education facilities will be provided to all children in the relevant age group and disparities in the availability of school facilities for boys and girls in both rural and urban areas will be reduced. Detailed school mapping is to be undertaken to identify unreached localities, and mosque schools will be opened in smaller settlements. The terms and conditions for recruitment of female teachers are being relaxed to recruit more women teachers. A motivational campaign is to be launched to convince parents to send their children to schools. A number of projects are being implemented to improve both access, particularly for girls, and the quality of education.

The estimated population of the primary education age group (5-9 years) in 2005-06 was 19.3 million, 13% of the total population. Comparing statistics of 2001-02 with 2005-06, Pakistan recorded a gradual improvement in numbers and percentages for nearly all indicators during the four year period.

Increasing from 96.2% to 116.2%, the gross intake rate (GIR) for grade 1 almost rose 20% during the four years. There was a significant increase of 29.3% in female net intake compared to 11.1% for males with the resultant 110.6% NIR for girls and 121.4% for boys. The overall net intake rate (NIR) increased by 16.1% from 76.9% to 93%. The increase for girls was 23.5%

compared to 8% for boys; but at 88.5%, still the NIR for girls was considerably lower than the 97.1% for boys.

The GER at primary level increased by 13% from 71.3% to 84.3%. The increase was 16.4% for girls compared to 9.7% for boys, resulting in 84.3% GER for girls and 92.2% for boys. Similarly the NER primary increased by 8.7% from 57% to 65.7%. Whereas the increase for boys was only 5.9%, for girls the increase was 11.6%. Yet the NER for boys at 71.9% is still considerably higher (12.8%) than the 59.1% NER for girls. This means that over 40% of Pakistan's primary aged girls are still out of school. In 2001-02 there was a significant difference in NER of urban areas (65%) and rural areas (53%). However, in four years the gap had been closed with an NER of 66% in both rural and urban areas.

At the secondary level, the GER increased by 6.1% from 24.5% to 30.6%. The increase for girls and boys was the same, leaving the same gap in enrolment with GER for girls at 26.6% compared to 34.4% for boys. The NER secondary increased by over 4% for girls and boys. In 2006, the overall NER in secondary education was 23.9% with boys at 26.8% and girls at 20.7%. This means that only one fifth of Pakistan's girls of the age group and one fourth of the boys are in secondary schools. Although not as great as in primary, a gender gap persists and has not been reduced during the past four years. In secondary education, the urban-rural gap persists and is widening. The NER in urban areas increased by 8% in four years from 30% to 38%; while in rural areas during the same period, the NER increased only 3% from 14% to 17%.

The overall average repetition rate of primary school children to grade 5 declined from 2.7% in 2001-02 to 2.1% in 2005-06. The repetition rate for girls declined from 2.4% to 1.9%. On the average, the repetition rate in grades 1 to 5 was recorded as 3% in urban areas compared to 1.9% in rural areas in 2006. It was reported that from 2001-02 to 2005-06, the survival rate in the public sector increased by nearly 15% from 57.3% to 72.1%. The survival rate for girls at 72.8% was slightly higher than the 71.6% rate recorded for boys in 2006. The share of public expenditure allocated to primary education was only 23.5% in 2001-02. This has been almost doubled 43.6% by the year 2005-06.

Pakistan has made consistent progress in primary education during the post Dakar period. The number of out of school primary aged children was reduced from 8.8 million to 6.8 million in four years. For 2006, the intermediate NER targets of 79% overall, 68% for girls and 90% for boys were missed by 13%, 9% and 18% respectively. With NER of 66% overall, 59% for girls and 72% for boys, the prospects of reaching the target of 100% enrolment for boys by 2010 and for girls by 2015 seem very unlikely unless new strategies are employed and pace of progress is accelerated.

The gap between girls and boys for most of the indicators has been reduced during the past four years. However, huge gender gaps still exist. In 2005-06, the gender parity index (GPI) was 0.82 for GER as well as for NER for the primary age group. The GPI for the secondary age group was 0.77 for both GER and NER. With a GPI of 1.05, survival rate to grade 5 was the only indicator with a difference in favour of girls. This all indicates that renewed efforts for promoting girls' education at every level must be employed in order to close the gender gap and to ensure primary education for all children by 2015.

While generally the indicators are higher for urban areas than for rural areas, for most indicators the gap has been narrowing. The exception is enrolment in secondary education where the gap is widening with 38% NER in urban areas compared with only 17% in rural areas.

There are tremendous variations across the provinces and administrative areas. For instance, the NER for primary is 66% nationally, 84% in ICT and only 40% in Balochistan (32% for girls). The NER for secondary is 24% nationally, 64% in ICT and only 11% in Balochistan and FATA (8% and 3% for girls respectively). Compared to the survival rate to grade 5 of 72%, it is 94% in AJK and 39% in FATA (25.5% for girls). Generally, the areas with the lowest indicators also have some of the lowest GPIs in the nation.

The disaggregated data is available for provincial/administrative areas. There was no reporting of rates for indicators below this level. From the data, it is not possible to compare different linguistic, ethnic and socio-economic groups. Further analysis will be needed in order to identify the children who are out of school and to make efforts to enroll and retain them..

Goal Three: Life Skills and Lifelong Learning

Goal three ensures that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills Programmes. Main focus of the EFA is to meet the learning needs of children, adolescents and adults. Learning needs have been classified into two categories, namely learning content, i.e. knowledge, skills, values and attitudes, and learning tools, i.e. literacy, numeracy, problem solving and oral expression. The skills are to be acquired through various pillars of learning, namely learning to know, learning to do and learning to live together. In an effort to provide great specificity on the skills covered within EFA, three typologies have been identified , namely basic skills (literacy and numeracy), psycho-social skills (reflective, personal and interpersonal skills including problem solving, communication, coordination and team work) and practical/ functional skills (manual skills relating to specific vocations or for a specific behaviour such as health).

The youth population (15-24 year age group) increased by 4 million (13%) from 30 million in 2001-02 to 34 million in 2005-06. The urban youth population is 16.85 million and the rural population is 17.2 million (49% and 51% of the total respectively). The number of literates of the age group increased from 19.15 million to 22.63 million in four years. The youth literacy rate increased from 62% to 66.6%. The rate for males increased 4% from 73% to 77% compared to an increase of only 3% for females from 52% to 55%. Provincial statistics indicate that the highest increase in the youth literacy rate (9%) was in the NWFP and the lowest increase (3%) was in Sindh. Overall the highest youth literacy rate in 2005-06 was in Sindh (71%) and the lowest in Balochistan (48%). The female rates for every province were lower than the lowest provincial rates for males. By sex, the highest rate was 77% for males in Punjab and the lowest was 26% for females in Balochistan.

The enrolment of the secondary level age group (ages 10-16) was 6.39 million in 2001-02 of which only 75,000 (1.2%) were enrolled in TVET institutions. In 2005-06, the secondary enrolment was 7.68 million and enrolment in TVET increased to 238,000 (3.1%). There was an increase in enrolment in TVET of around 163,000 in four years.

Concepts and content on health education and skills have been included in the curricula from primary (grade 1) to secondary (grade 10). Teachers' manuals and materials on HIV/AIDS have been developed to create awareness about HIV/AIDS and other contagious and fatal diseases. Health and physical education are optional subjects at secondary level. Health and sanitation, mother care, child care and awareness about various diseases in terms of symptoms, prevention and treatment are included as core concepts in the curricula of functional literacy and post-literacy.

The overall transition rate from primary (grades 1-5) to lower secondary level (grades 6-8) was 69.2% in 2001-02 (male 68.6% and female 70.2%). In 2005-06, the overall transition rate increased to 76.6% (male 74.5% and female 79.8%). The 9.6% increase for females was somewhat higher than for males (5.9%). The GPI for transition from primary to lower secondary increased from 1.02 to 1.07 in four years.

The overall transition rate from lower to upper secondary (grades 9-10) improved 10% from 76.9% in 2001-02 to 86.9% in 2005-06. The increase in female transition rate of 16.3% from 70.2% to 86.5% was considerably higher than the 4.9% increase in male transition rate from 82.3% to 87.2%. The GPI for transition from lower to upper secondary increased from 0.85 to 0.99 in four years.

This is not an area of high priority in EFA plans or implementation. Life skills have been introduced into the curriculum in both formal and non-formal education, but there is no documentation of the extent of implementation or of the results.

Although the number of adolescents enrolled in TVET has increased, the percentage enrolled in TVET compared to the population is less than 1%. There was no reporting of TVET enrolment for older age groups. The GPI of enrolment in TVET at the secondary level more than doubled from 0.31 to 0.64, but even so the GPI remains very low. Less than 90,000 girls are enrolled in TVET at the secondary level in all of Pakistan compared to nearly 150,000 boys.

Rates of transition from primary to secondary and from lower to upper secondary are improving, and the rates for girls have increased more than for boys. However, the percentage of the age group in secondary schools is still very low, and this is particularly true of girls.

Goal Four: Adult Literacy and Continuing Education

The NPA assigns a high priority to the goal of achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. The target set in the NPA is 86% literacy for the 10+ age group by 2015. With a baseline of only 43%, this target was very ambitious.

In Pakistan, the adult literacy rate has traditionally been recorded for the 10+ age group based on the population census conducted after every ten years. From census to census the definition of literacy has changed, making it difficult to compare rates over time. In the 1998 census the definition of a literate person was "one who can read a newspaper and write a simple letter in any language." The proposed definition for the 2008 census is "one who can read and write a paragraph in any language with understanding and can make simple calculations."

A Literacy Ordinance was approved by Parliament in 1987 which included provisions for making literacy a prerequisite for participation in economic and social activities. However, a date for enforcement of the act has not yet been set.

The current education policy (1998-2010) envisages democratization of education through the expansion of elementary education including formal and non-formal methods and expanded Programmes of adult education, literacy and functional literacy programmes, as a basic requirement for economic development, for modernization of social structures and for providing equality of opportunity for all citizens. It is recognized that Pakistan's international commitment to double the rate of literacy by the year 2015 cannot be accomplished without achieving universal primary education. This will be achieved by complementing the formal primary school system with a strong non-formal basic education initiative. A massive non-formal basic education programme is included in the plan to provide access economically and expeditiously to all the 6.850 million primary school age children who are at present out of school. Adolescents and youth who have missed primary education are to be given a second chance through a crash condensed duration to enable them to complete the primary education cycle within 3 to 4 years.

A number of measures are being undertaken by GoP to provide literacy programmes for adults, especially women. Under the President's Education Sector Reforms programme, an amount of Rupees 100 Million has been allocated annually since 2001-02 for opening adult literacy centers in the provinces. The Literacy Initiative for Empowerment (LIFE) has been launched in collaboration with UNESCO in 2006. LIFE activities include training of literacy managers and teachers, curriculum development, development of literacy materials, establishment of community learning centers and needs assessment for literacy for the next 10 years. A number of other adult literacy projects are being implemented by the Government and by NGOs. For the first time in the history of Pakistan, a national curriculum for literacy has been developed and launched. The curriculum covers the areas of basic literacy (3 levels), functional literacy and income-generating skills.

In 2001-2002, the adult literacy rate (15+ age group) was 43% (male 57% and female 29%). The urban literacy rate was 63% compared to 34% for rural areas. By 2005-06, the literacy rate of the 15+ age group had increased to 52%. The male literacy rate increased by 8% from 57% to 65% and the female literacy rate increased by 9% from 29% to 38%. The increase in the overall rate in four years was 9%, or over 2% per annum. As has been noted under Goal 3, there has also been a modest increase in the youth literacy rate.

Amongst the provinces, the highest increase in adult literacy rates from 2001-02 to 2005-06 were in Punjab (from 44 to 54%) and Sindh (from 45 to 55%), i.e. 10% overall in four years, followed by the NWFP having a 9% increase. Balochistan had the lowest increase of only 5% from 32 to 37% (only 1.25% per year). Balochistan remains the province with the lowest adult literacy rates in Pakistan for both males and females.

The literacy and non-formal education sector were not given due attention in previous decades, and this is one of the reasons for the low literacy rates. In the year 2005-06, the total allocation for literacy and non-formal education was around Rupees 3000 million out of a total education sector allocation of Rupees 170,708 million. About 2% of the education sector allocation is for literacy and non-formal education. It has been calculated that the minimum

budget requirement for the literacy and non-formal sector per year is around Rupees 5051 million. To meet the gap in the budget, an additional Rupees 2000 million is required annually.

The major focus of literacy programmes in Pakistan is on the female population. More that 80% of literacy centers are for women. A number of development programmes and projects have been launched since 2000 for the promotion of girls' primary education and female literacy. These programmes and projects are beginning to show positive results. The GPI for the national adult literacy rate has improved 0.07 from 0.51 in 2001-02 to 0.58 in 2005-06. The improvement was highest in rural areas (0.36 to 0.44) compared to urban, where there was a 0.04 decline, and amongst the provinces in Punjab and Sindh. However, with a GPI of only 0.58 in national adult literacy rates, there is still much to be done. Overall only 38% of female adults in Pakistan are literate compared to 65% of adult males. In Balochistan, the province with the lowest adult literacy indicators in the country, only 18% of females are literate compared to 54% of males, and the GPI at 0.34 is alarmingly low. There are large variations in the literacy rates of the provinces. Within provinces there are also enormous differences in rates of the districts with several districts having female literacy rates as low as 3% to 6%.

Based on the analysis of the situation, it is clear that major initiatives will be needed to meet the EFA goals for adult literacy, particularly for women. Besides general programmes to provide literacy to the adult population, specific efforts must be targeted to meet the needs of women, provinces with low literacy rates and ethnic, linguistic and socio-economic groups with particularly low rates.

Goal Five: Gender Disparities

A major goal of the NPA is to eliminate gender disparities in primary and secondary education by 2005 and to achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. This is a cross-cutting issue which is integral to all other goals and targets.

Pakistani women and girls constitute approximately 48% of the total population. The GoP is committed to reduce and narrow gender disparities and to empower women significantly through education. According to Vision 2030, gender equality and gender justice entails equality of opportunity for all citizens both women and men. In the wake of recent Government initiatives, there has been some progress in women empowerment through their representation in federal, provincial and local electoral bodies and in other spheres of life. The Women Protection Bill 2006 was an important step in the empowerment process. GoP's Perspective Plan 2001-11 envisages raising female literacy from 29% to 69% by the end of plan. Emphasis is on the economic, social and political empowerment of women. Gender gaps, particularly in social indicators, are to be removed and a better quality of life for women is to be ensured. To stimulate sustainable development, gender equality and women's empowerment are to play pivotal role in the alleviation of poverty, hunger, and disease.

In the education sector, female secondary school education is getting increased attention. Scholarships and subsidies for girls' education are provided to low-income households to encourage continuation of education beyond the primary level, and particular emphasis is on provision of education for girls residing in marginalized geographic regions with high poverty

concentration. Scholarships are given to girls to enhance their professional educational qualifications to become teachers. The content of education is being made more relevant to the practical needs of rural girls through inclusion of subjects such as agriculture, health and hygiene in the curriculum. The portrayal of women in various developmental contexts is being introduced to minimise stereotypes in textbooks. The revamping of science education is a major initiative targeting rural areas and encouraging female students to follow the science stream.

The GPI has been calculated for each indicator to assess where Pakistan stands in terms of gender parity in quantitative terms. The table below gives the GPI for each indicator in 2001-02 compared to 2005-06 along with a calculation of the gains during the four years as well as the remaining gender gap.

Table A: GPIs for Key EFA Indicators

Indicator	GPI for 2001-02	GPI for 2005-06	Increase in GPI	Remaining Gender Gap
Adult literacy	**0.51**	**0.58**	**0.07**	**0.42**
Youth literacy	**0.72**	**0.72**	**0.00**	**0.28**
GER in ECE	**0.83**	**0.88**	**0.05**	**0.12**
GIR in primary education	**0.74**	**0.91**	**0.17**	**0.09**
NIR in primary education	**0.74**	**0.91**	**0.17**	**0.09**
GER in primary education	**0.72**	**0.82**	**0.10**	**0.18**
NER in primary education	**0.72**	**0.82**	**0.10**	**0.18**
GER in secondary education	**0.73**	**0.77**	**0.04**	0.23
NER in secondary education	**0.73**	**0.77**	**0.04**	0.23
Survival rate to grade 5	**1.21**	**1.01**	**-0.20**	**+0.01**
Transition rate from primary to lower secondary	**1.02**	**1.07**	**0.05**	**+0.07**

Both the absolute number and the percentage of male and female literates aged 15 and above increased during the four years. Although the GPI among adult literates improved at 0.58 this is the indicator with the lowest GPI, signifying that for every 100 men who are literate; there are only 58 literate women. There was an increase in the youth literacy for both males and females. However, there was no improvement in gender parity. While there is more disparity in rural areas compared to urban areas, in rural areas the GPI showed a gradual increase from 0.49 to 0.60. The EFA-MDA finds significant regional differences. The NWFP and Balochistan are far below the national average with GPIs for youth literacy of only 0.39 and 0.42 respectively.

Starting with a fairly high base, the gender disparity in ECE enrolments narrowed further. There are now 88 girls for every 100 boys in ECE programmes. In urban areas, the GPI is in favour of girls while in rural areas the trend is also encouraging as GPI increased from 0.83 in 2001-02 to 0.88 in 2005-06. Punjab Province recorded a GPI of 0.98, while the FATA at 0.50 in 2005-06 had the lowest GPI in the country.

A sharp increase was recorded in the GPI for both gross and net intake rates in grade 1 with an increase of 0.17 for both, the highest increase for any indicator. Gender disparity each year has comparatively narrowed more in rural areas than urban areas. It is closer to parity (0.93)

in rural areas than in urban (0.88). Although it registered a 0.12 improvement at 0.50, the FATA is still the area with the lowest GPI.

There was also a notable improvement in gender parity in both gross and net enrolments in primary. The GPI for both has gradually increased from 0.72 to 0.82 with improvements in both urban and rural areas. With a GPI of 0.96 in urban areas, gender parity is nearing achievement, while in rural areas with a GPI of 0.76 there is still a considerable gap. This is also true of some of the regions. Although the GPI for GER in FATA increased from 0.27 in 2001-02 to 0.41 in 2005-06, there is still less than half number of girls in school as boys.

The GPI for gross and net enrolments at secondary level has increased marginally by 0.04 to 0.77. In urban areas, it is moving towards parity as it increased from 0.91 to 0.97. However, in rural areas the GPI increased only 0.01 to 0.58. Across the country, the GPI varied greatly. For NER secondary, the highest rates were recorded for the FANA (0.90) and Punjab (0.89), whereas the FATA has an alarmingly low GPI in secondary net enrolment of only 0.16.

The two indicators for which the GPI is in favour of girls are the survival rate to grade 5 (1.02) and the transition rate from primary to lower secondary (1.07). This is the case for survival to grade 5 in both urban and rural areas. The GPI for transition from primary to secondary in urban areas is in favour of girls while in rural areas the GPIs are also encouraging and moving towards parity. The GPIs for survival and transition are fairly high throughout the country, although there are still some significant gender gaps in some areas. In FATA for primary to lower secondary, the GPIs are 0.55 for survival and 0.81 for transition. In Balochistan, the GPI for transition is 0.84.

Enrolments in primary schools have significantly increased. However, the proportion of girls of the total enrolment marginally increased from 2001-02 to 2005-06 by 3% to 43%. There has been a gradual increase in the proportion of girls' primary enrolment in both urban and rural areas. The proportion increased from 46% to 48% in urban areas; while in rural areas, it improved from 37% to 41%. Although there has been an increase of about one million girls at secondary level since 2001-02, the proportion of girls' enrolment in secondary increased slightly by 1% to 42%. In urban areas, the proportion of girls is 48% compared to 41% in rural areas. The proportion of female enrolment in TVET increased from 23% to 38%. The proportion of girls in TVET is higher in rural areas (43%) than in urban areas (36%). Some of the areas of the country have particularly low proportion of girls enrolled at various levels of schooling. The lowest proportion of girls in the country is in FATA for primary (28%), in FANA for secondary (13%) and in NWFP for TVET (31%).

The number of women teachers in primary education has increased by 8% since 2001-02. However, their proportion of the teaching force increased from 44% to 45% in four years, and there is still a large difference in the proportion in urban (64%) and in rural areas (37%). The number of women teachers in secondary schools increased by 140,000 and their proportion increased from 52% to 58%. There was a positive trend in increase of women secondary teachers in urban and rural areas. The proportion of women teachers in urban secondary schools increased from 65% to 69%; while in rural secondary schools, it increased from 39% to 46%. The number of women teachers in TVET increased by 150% and their proportion also increased from 26% to 32%. The proportion of women teachers in TVET is 32% in urban areas and 33% in rural areas.

Women and girls in Pakistan face problems related to poverty, illiteracy, malnutrition and discrimination. It is recognised that without developing gender friendly environments, women in Pakistan cannot become fully productive members of the society. To realise women's potential in society, initiatives are being taken to reduce gender disparities in all walks of life.

Education is seen as a major impetus for eliminating gender inequalities within society, but addressing inequalities within the education system itself is a tremendous challenge. The extent of the problem can be seen by women's low adult literacy rate of 38% and a GPI for adult literacy of 0.58. Parity for this indicator can only be achieved through sustained efforts to involve girls and women in education at all levels over a substantial period of time. However, there are some encouraging signs as well. The GPIs for ECE and for gross and net intakes at grade 1 of primary are comparatively high. This indicates that entry rates at the lowest levels are gradually moving towards parity. There have been significant gains towards gender parity in enrolments in both ECE and primary, but there needs to be renewed efforts to significantly increase the enrolment of girls at both primary and secondary levels. The only GPIs in favour of girls are for two indicators i.e. survival to grade 5 and transition to lower secondary level. This is an indication that, if girls are given the opportunity, they are more likely, to continue their education.

Although in general, there has been more progress in rural areas than urban during the last four years, the GPIs for most indicators are still higher for urban than rural areas. There are significant regional differences with some of the areas of the country having very low GPIs for most indicators. These are areas where even more concerted efforts must be made to achieve gender parity and eventually equality. There has not been an analysis of gender disparities in sub-groups of the population based on language, ethnicity and socio-economic status, but it is likely that the gender gap is greatest amongst the most disadvantaged groups in society.

The main focus of the data is on quantitative measures of progress towards gender parity. There are many other issues related to gender equality which will also need to be addressed if education is to fulfill its role of bringing about a more equal society.

Goal Six: Provision of Quality Education

Another cross-cutting goal is to improve all aspects of the quality of education and ensure excellence so that recognised and measurable learning outcomes are achieved by all, in literacy, numeracy and essential life skills. Quality improvement and school effectiveness are the key elements of the NPA.

The GoP intends to ensure quality of education by implementing Education Sector Reforms. The vision of Education Sector Reforms is to provide quality education enabling all citizens to reach their maximum potential, to produce responsible enlightened citizens and to integrate Pakistan into the global framework of human-centred economic development. It is recognised that continuous efforts are required to address quality and efficiency of education in order to achieve the targets and objectives of EFA. The main quality interventions include reforms in curricula (focusing on basic learning needs of children, adolescents, youth and adults), textbook development and teacher training. The quality improvement plans are intended to ensure the development of a more relevant learner-centred curriculum, which is supported by, and linked with, the development of higher quality textbooks, teacher training processes and

assessment methods. An overriding issue in the education sector was the unavailability of high quality, reliable and standardised data. Through the National Education Census, more diversified and reliable information are now available covering all categories of educational institutions.

According to the records all primary school teachers in Pakistan fulfill the required minimum academic qualifications. A recent initiative is underway to upgrade the required qualifications of primary school teachers to graduate level. A number of teacher training and development projects are being implemented by GoP and NGOs.

The pupil-teacher ratio (PTR) in primary education increased from 36:1 in 2001-02 to 40:1 in 2005-06 as result of increased enrolments. The PTR for primary in rural areas increased by 5 to 39:1 while in urban areas it increased only by 2 to 43:1. An increase in enrolment is a target of EFA, but the increased PTR highlights the need to induct additional teachers at primary level.

Although there was an increase in enrolment in secondary education, the PTR remained constant at 15:1. There was a substantial increase in the number of secondary school teachers. The PTR in rural areas (18:1) is considerably higher than in urban areas (13:1); but throughout the country, the PTR for secondary are generally low. Only one area (FANA) at 25:1 has a PTR above 20:1.

The GoP increased its expenditure on education sector from Rupees 78.9 billion in 2001-02 to Rupees 170.7 billion in 2005-06. The percentage of public expenditure on education of total expenditure increased from 9.55% to 12.18%. However, a financial gap still exists. The public expenditure on education as percentage of GNP increased from 1.76% to 2.20%. In spite of constraints, it is the intention of the GoP to gradually increase it to 4% of GNP. The public expenditure per pupil as percent of GNP per capita for primary education doubled from 4.04% to 8.77%. The public expenditure as percent of GNP per capita for secondary education increased from 6.36% to 9.68%. The intended result of these increases is improvement in quality of education.

Provision of clean drinking water and adequate sanitation are priorities of the Government. A comprehensive national policy has been formulated to address missing basic facilities in schools. An integrated policy is being implemented with a focus on clean drinking water for the entire population and maximisation of sanitation coverage. The proportion of schools with drinking water increased from 57% in 2001-02 to 69% in 2005-06. The proportion of schools with adequate sanitation facilities increased from 44% to 63% during the same period. The proportion of urban schools with clean water facilities increased from 73% to 90% while in rural schools the increase was from 55% to 63%. The water and sanitation situation in schools varies across the country. In Balochistan, only 32% of schools have water sources and 28% have adequate sanitation.

There has been an improvement in all the quasi-indicators of quality during the past four years. This in itself does not guarantee a higher quality of education, but it is an important start.

The pupil-teacher ratio in primary schools is not unduly high. While the national average is 40:1, only three areas have higher PTRs. They are Punjab with 44:1, the NWFP with 42:1 and AJK with 41:1. Further investment and teacher recruitment are needed in these areas to ensure that enrolments can increase without an adverse impact on quality. With a national average of

only 15:1, the PTR for secondary is very favorable. The PTR for secondary for all provinces and administrative areas except FANA are below 20:1, and in Sindh the PTR is only 11:1. There could be considerable growth in secondary enrolments throughout the country without any area exceeding a PTR of 30:1.

It is recognised that quality improvement will take concerted efforts over a substantial period of time. For this reason, quality improvement has been given a high priority. In addition to general strategies for improving the quality of education intended for the whole country, targeted initiatives will also be required to identify and meet the needs of areas, schools and sub-groups of the population which are not being reached adequately with other quality improvement interventions. There is also a pressing need to introduce a coherent policy on teacher education and development.

Overall Conclusions and Policy Recommendations

The report has reviewed and analyzed the progress towards EFA by comparing the baseline 2001-02 data with the most recent available data of 2005-06. There has been considerable progress for a number of indicators. The results of the efforts of Pakistan are encouraging and reflect its commitment to attain the targets of EFA. Pakistan has accelerated efforts to achieve UPE, gender goals, youth and adult literacy and quality education. GoP has increased its investment in education at every level. However, many challenges remain and efforts must be intensified if the EFA goals are to be met by 2015. The following major priorities have been identified.

The human factor in educational change needs greater policy attention. Leadership should be promoted in the system through carefully designed incentives. Determining merit through testing should be ensured. Teacher education programmes need to be revisited and professional development centre should be established in each district. National standards of teacher education and a system for accreditation of teacher education programmes need to be established.

Sustainable improvement in school effectiveness and the quality of education is only possible when apex institutions with sufficient professionals and capacity provide support through research on educational issues of national, provincial and district significance. This is an area that requires immediate strengthening.

Civil society and community participation are essential to achieve success in EFA. The GoP recognises the important role of communities in the promotion of education. It would be useful to review organizational framework of community participation which needs to be more flexible and less prescriptive in nature.

UPE by 2015 can only be assured by consolidating and accelerating efforts for increasing enrolments, improving NERs and GERs, reaching the unreached and disadvantaged groups, enhancing survival and transition rates and minimising drop-outs and repetition rates. Efforts for UPE must be intensified.

Literacy and poverty eradication are high priority areas in Pakistan and hence they are an integral part of education policy and plans as well as other national strategies such as the Poverty Reduction Strategy Paper. An integrated approach is being adopted to address all dimensions of the issues. An effective monitoring system has to be in place to ensure efficiency and achievements.

Although there are multiple challenges, Pakistan has made considerable progress in reducing gender disparities for a number of indicators. However, there is still need to address to gender issues in institutions, enrolments, teacher recruitment, GIRs, GERs, NERs and drop-out rates. A renewed commitment to achieve gender goals is required. The information gathering and analysis system requires further strengthening. The formulation of policies should be informed by reliable data from the field.

Spending on education in Pakistan has been substantially increased but it still remains low as a percentage of national income. The GoP plans to increase spending on education to 4% of GNP. A commitment to more spending on education as well as to spending more efficiently need to be assured. Governance needs to be improved at provincial, district and sub-district levels. The capacity of departments of education for planning and management require strengthening.

Pakistan introduced the Education Sector Reforms and is implementing the National Plan of Action for EFA. Despite economic and financial constraints, funds have been provided even beyond the allocations. However, more funding is needed from both internal and external sources.

Objective analysis of all EFA-Mid-Decade Assessment goals indicate that achieving Education for All remains a challenging goal for Pakistan. Strong commitment, development of new strategies and active engagement of all stakeholders are required to make it a reality.

SECTION 1

INTRODUCTION

1.1 The Land and People

Pakistan emerged as an independent state on the world map on August 14, 1947. It is a land of diverse cultures and terrain consisting of four provinces namely Balochistan, North Western Frontier Province (NWFP), Punjab, Sindh and Federally Administered Tribal Areas (FATA). Spread among nine major ecological zones, Pakistan has a diverse array of landscapes. Its territory encompassing portions of the Himalaya, Hindu Kush, and Karakoram mountain ranges makes it home to some of the world's highest mountains. Pakistan shares borders with Afghanistan (2,430 kilometers), China (523 kilometers), India (2,912 kilometers), and Iran (909 kilometers). Pakistan's coastline totals 1,064 kilometers along the Arabian Sea. Under the 1982 United Nations Convention on the Law of the Sea, Pakistan claims a 200-nautical-mile exclusive economic zone, a 12-nautical-mile territorial sea, and a 24-nautical-mile contiguous zone for security, immigration, customs, and other matters.

1.1.1 Population

Pakistan has a population of approximately 159 million and a majority of the population (63.7%) still resides in rural areas, largely depending on the agriculture sector for livelihood.

Province wise Population

The province of Punjab has the highest population i.e. 87.8 million (55%), followed by Sindh 36.8 million (23%), NWFP 21 million (13.7%) and Balochistan 8 million (5%). The present projected population of FATA is 3.8 million (2.4%) and Islamabad district 1.1 million (.7%).

The ever-growing population of Pakistan is a vital factor in the development process but also proving a heavy burden on the country's limited resources. In 1951, Pakistan's total population was 33.8 million which reached to 65.3 million in 1972-73. Its growth rate was 3.00 percent in 1981 but declined to 2.2 percent by March 2000 and further slowed-down to 1.9 percent by the year 2005.

Table 1.1: Population Distribution by Gender and Location, 2007 (In thousand)

Area	Gender	Total	Rural
Pakistan	Total	159,457	101,559.7
	Female	76,947	49,309.3
Punjab	Total	87,832	57,104
	Female	42,546	27,868
Sindh	Total	36,765	17,231
	Female	17,455	8,176
NWFP	Total	21,782	17,516
	Female	10,714	8,614
Balochistan	Total	8,123	5,697
	Female	3,834	2,689

Source: National Institute of Population Studies, Islamabad

All these demographic indicators show that the development and extension in health facilities have improved the life span of the average person in Pakistan.

- Estimated population for 2007 is 159.46 million of which, 51.7% are males and 48.3% are females.
- Life expectancy for the year 2005-06 was estimated at 64 years for males and 66 years for females.
- Crude death rate (CDR) was as 7.8 (per thousand) in 1999-2000, which has also declined to 7.1 by the year 2004-05.

The Population Policy 2002 is an outcome of a participatory process and consensus of all stakeholders and partners within government agencies, NGOs and civil society bodies. Certain goals were set to create a balance between population growth and economic development i.e. attain balance between resources and population, increase awareness, promote family planning and reduce fertility through quality reproductive health services. The major objectives of the policy 2002 are as under:

- Reduce population growth to 1.90 percent per annum and reduce fertility through enhanced voluntary contraception to 4 births per woman by the year 2004. It is pertinent to mention that these goals have already been achieved.

- Reduce population growth rate from 1.90 percent in 2004 to 1.3 percent per annum by the year 2020 and reduce fertility through enhanced voluntary contraceptive adoption to replacement level of 2.1 births per woman by 2020.

1.1.2 Religion

Pakistan was created as a separate homeland for Muslims but people of other faiths are equally allowed to practice their religions as stated clearly in the Constitution of Pakistan, which ensures equal rights to all citizens irrespective of their beliefs, cast and creeds. The overwhelming majority of the population (96.3 percent) is Muslim. Approximately 1.6 percent of the population is Hindu, 1.6 percent Christian, and 0.3 percent belongs to other religions, such as Bahais, Sikhs, Buddhists and etc.

1.1.3 Language

Pakistan has variety of local languages which are as diversified as its people. Urdu is the national language. However, at the government level Urdu and English are the official languages. Urdu is spoken and understood by 75 percent of the people while the rest speak and understand regional languages of the areas they inhabit.

1.1.4 Culture

Pakistan is a land of historically vibrant and dynamic cultures as old as history itself. The magnificent Gandhara and Indus Valley Civilizations flourished in this land. Architecture, painting, music and calligraphic art developed during this period which combined with the social traditions and ideological norms form strong bonds that connect our people with their glorious past.

1.1.5 The Socio –Economic Situation

With its fast growing economy, indicators for education, health, and few other significant aspects of human development have also improved. Pakistan's economy has boosted consistently by achieving 7.6% annual growth rate for four consecutive years, and the poverty head-count has decreased from one-third to even lower than one-fourth of population. In an effort to accelerate the growth, a sum of $ 8.3 Billion has been allocated in the budget to social sector development with special emphasis on poverty alleviation.

Social service funding has experienced a remarkable increase during the last couple of years, but there is a need to increase the number of these institutions as well as the range of the services provided by them in order to address the development problems faced by much of the population. For instance,

provincial governments are responsible for providing social services but often lack the financial and institutional resources to do so. These institutional constraints often impede programs designed to alleviate unemployment, poverty, and other social ills.

Recognizing the importance of social services, an organized effort is being made to encourage the undertaking of social welfare activities by people and to develop a sense of responsibility and self-help in them. The government is also facilitating non-governmental social welfare organizations, which are actively and effectively playing their roles to assist the needy segments of society. At present, more than 4,500 registered social welfare organizations are serving voluntarily.

Realizing the significance of micro finance in improving the lives of the poor, the government established Khushhali Bank in 2000 – a micro finance institution under a public-private partnership program. It has also encouraged the private sector to setup micro finance banks in Pakistan which have established an outreach to half a million households in just four to five years. In the next five years, the projected outreach will increase to three million households. The Khushhali Bank alone has so far disbursed Rs.9603 million and about 33 percent of its clients are women. The services of these financial institutions prove to be the most effective instruments in improving the lives of the poor in both urban and rural areas.

Certain socio-economic indicators such as increase in per capita income, decline in poverty, increased employment opportunities, enhanced access to education, health and other basic amenities of life are obvious milestones of development. However, few economic issues to be addressed are the need to curb inflation and to control the widening gap in incomes. As these are ultimate objectives of the Government's socio-economic policy. By and large, the country's macro and micro economic indicators have shown positive upward trends after a decade of depression during 1990s.

1.2 Overview of Development

Present scenario depicts the revival of the country from past political instability and low economic growth, which is result of comprehensive government reforms and renewed access to global markets since 2001. One can see substantial macroeconomic recovery during the last five years. The government has introduced certain macroeconomic reforms since 2000, most noticeably privatization of the banking sector. Poverty levels have decreased by 10% since 2001, and it has steadily raised development spending in recent years, including 52 percent real increase in the budget allocation for development sector in FY 2007-08, a necessary step towards reversing the underdevelopment phenomenon of its social sector. The new tax reforms have ensured the GDP growth, spurred by gains in the industrial and service sectors, which has witnessed approx 7 percent annual growth during the same period. However, inflation remains the biggest threat to the economy, jumping to more than 9% in 2005 before easing to 7.9% in 2006. The Central Bank is following tighter monetary policy and raised interest rates in 2006 - while trying to preserve growth. Foreign exchange reserves are bolstered by steady worker remittances, but a growing current account deficit needs to be controlled in order to prevent the widening trade gap—as import growth is outstripping the export expansion.

1.2.1 Poverty Alleviation

In Pakistan, the Poverty Reduction Strategy (2001) was launched by the government to alleviate poverty as pointed out earlier. Preliminary findings of Pakistan Social and Living Standards Measurement Survey (PSLM 2004-05) revealed an appreciable decline in poverty indicators e.g. provision of sanitation, drinking water, health, education etc. between 2000-01 and 2004-05. At the national level, poverty rates decreased from 34.46 percent in 2000-01 to 23.94 percent in 2004-05.

Table 1.2: Poverty Estimates

Location	Head Count		Poverty gap	
	2000-01	2004-05	2000-01	2004-05
Urban	22.69	14.94	4.55	2.87
Rural	39.26	28.13	8.04	5.64
Overall	34.46	23.94	7.03	4.76

Source: Pakistan Millennium Development Report, 2006.

Although, poverty has declined but the fact remains that 23.9 percent of the people in Pakistan still live below the poverty line. A clear lesson from the past five years is that sustained economic growth on a consistent basis is essential to reduce poverty. macroeconomic stability is, of course, a prerequisite for sustained growth that results in poverty reduction and rising living standards. But macroeconomic stability is alone not sufficient. Successfully targeted social programs, fair and broad based fiscal regimes, labour markets that promote job creation, and high quality education opportunities for all, are key to permanent and sustained reduction in poverty.

The sector wide approach has been further strengthened through linkages with broader country initiatives on poverty alleviation. This has been achieved through a process of collaborative planning between the Ministry of Finance, Planning Commission and the Ministry of Education, integrating education targets with the country poverty reduction strategies.

In 2001-02, the Government initiated a comprehensive Education Sector Reforms Programme. The reforms acknowledge the responsibility of the state to reach out where private sector options are inaccessible to the poor and that public sector provision must not be conceived as just opportunities for access but more importantly, quality Education For All as a fundamental human right. Therefore, the ordinance for Compulsory Primary Education addresses socio-economic problems of poor students and issue of dropouts by endorsing a right-based approach in the provision of quality education for all.

Pakistan Poverty Alleviation Fund (PPAF) was set up in April 2002 with an endowment of $100 million, as a wholesale lender to NGOs engaged in providing micro financing. The PPAF covers 104 districts across the country with 68 partner organizations. Besides this, following programs have also been launched:

i. ***National Internship Program*****:** Government of Pakistan has recently launched a paid National Internship Programme and 20,000 internees have been inducted in the first batch for year 2006-07. During this program, the educated youth who have completed 16 years of education will have an opportunity to have practical work experience in government institutions for one year as internees before entering into labor market.

ii. ***Rozgar Scheme:*** This scheme was launched in 2006 aiming at providing employment opportunities for the age group of 18-40 having secondary school certificate qualification. For female, the condition of minimum education is exempted. The National Bank of Pakistan has developed and furnished a range of products for this Scheme and half of the mark-up rate on the loans for these products will be borne by the Government. The Government is also targeting different sectors for employment creation, accelerated industrialization and improvement in total factor productivity. Similarly, the setting up of, industrial states with Common Technology Centres, Industrial Corridors (ICs) and Specialized Industrial Zones (SIZs) along motorways, expressways and railways are in process of availing full government support.

iii. ***Public Works Program:*** Small public works schemes e.g. “Tameer-e-Pakistan and Khushhal Pakistan” are important initiatives contributing in expansion of employment opportunities, such as roads from farm to market, water supply, sewerage, garbage collection and village electrification. The “Khushhal

Pakistan" Programme aims at creating employment in rural areas by, (i) skill training for self employed, (ii) micro financing, (iii) village level small infrastructure, (iv) agriculture including livestock development, (v) primary education and health care etc. Within a short span of time, nearly 3.2 million households across Pakistan have benefited from this program.

To strengthen, standardize and streamline vocational and technical education, the Government has set up National Vocational and Technical Education Commission (NAVTEC) that regulates and coordinates skill development while ensuring establishment of standards, certification and accreditation.

1.2.2 Human Development Index (HDI)

Pakistan's Human Development Index ranking stands at 134 out of 177 countries and it falls in the category of medium development achievers. To improve HDI, the current regime in Pakistan has envisaged a comprehensive plan to improve its relative HDI rank to 90 by the year 2011. To achieve this target, over one half of the total resources allocated under Poverty Reduction Support Paper (PRSP) are for human development of which, education and health sectors are receiving substantial share. Efforts are being made to improve the cost effectiveness of education expenditure through reduction in dropouts and improvement of the literacy particularly of females in rural areas.

The Perspective Plan Vision for 2010 envisages achieving following targets in the areas of income growth, and human development:

- Increase in per capita income from the present Rs. 24,000 to Rs. 54,000 (constant 2000-01 prices), assuming an average growth rate of GDP about 6 percent per annum;
- Reduction in absolute poverty in terms of food adequacy from an estimated 30 percent in 2001 to 15 percent.
- Increase in public sector expenditure on Poverty Reduction Programme from 3.8 percent of GDP in 2001 to 5.3 percent.
- Increase in adult literacy (males and females) from 49 % in 2001 to 78%; and achieving hundred percent primary and elementary school attendance.

1.2.3 Millennium Development Goals (MDGs)

Pakistan has made progress in critical development areas since the United Nations Summit in 2000 and its commitment to the MDGs is reflected in the National Policies and development plans in the Interim Poverty Reduction Strategy Paper 2001. It was reinforced and reaffirmed in the final Poverty Reduction Strategy Paper in 2003 and more recently, the Medium Term Development Framework (2005-10) has been aligned with the MDGs which are indicative of Pakistan's undaunted resolve to scale up efforts towards realization of these goals by 2015.

The philosophy of liberalization, deregulation, and privatization has transformed the country's economy and enhanced the prospect of attaining these goals. The economy is now on a broad-based high growth trajectory, the debt burden as a percentage of the GDP is well within limits, foreign exchange reserves are healthy, and exports as well as revenue are growing in double digits consecutively for the last three years. Governance and transparency in decision-making has shown significant improvement, and devolution has led to participatory development at the grassroots level.

The government is committed to provide universal health care facilities, quality education, affordable housing and better employment opportunities to its people. Pakistan has spent almost a trillion rupees on human development programs during the last five years. In response, net primary enrolment, literacy and primary completion rates are rising. The government is now focusing on hepatitis, HIV/AIDS, infant and maternal mortality, and reproductive health as well. Recently, major initiatives have been launched including the provision of clean drinking water for all by the end of 2007 and programme on the prevention and control of hepatitis.

1.2.4 Health Services

Pakistan Millennium Development Goals Report 2006 (PMDGR) evaluates the progress regarding MDGs at districts and provincial/national levels. Three out of eight MDGs are related to health sector such as: reducing child mortality, improving maternal health and combating HIV/AIDS, TB, Malaria and other diseases. One of the significant developments by the Government of Pakistan is the formulation of the National Health Policy, 2001 which has a broad vision on 'Health for ALL'.

At present, Pakistan's health indicators, health funding and sanitation/health infrastructure are areas which need attention and enhancement, particularly in the rural areas. Malnourishment needs special attention which is being addressed in National Policies and Plans. Moreover, integrated approach has been adopted to address this issue holistically. Government has initiated various programs in health sector in collaboration with donor agencies like UNICEF, WHO etc to eliminate major causes of sickness including gastroenteritis, respiratory infections, congenital abnormalities, tuberculosis, malaria, and typhoid fever.

Fiscal year 2006-07 has witnessed an impressive increase in health sector allocation, rising from Rs.40 billion to Rs.50 billion (0.57%of GDP), thus registering a growth of 25 percent over the last year. Health expenditures have doubled during the last seven years; from Rs. 24 billion in 2000-01 to Rs. 50 billion in 2005-06

1.2.5 Economic Development

Since independence, economic growth rates have been impressive but fluctuated widely due to various factors. Different sectors of economy resultantly brought changes in subsidies, regulations, and state ownership of industry. Furthermore, international assistance and foreign capital flow have influenced economic growth through changes in government spending and budget deficits. Economic liberalization and deregulation began in early 1980s, continued through the 1990s, and accelerated during the regime of President Pervez Musharraf. The government has shifted from state ownership of many industries and heavy regulation of the private economy to privatization of some state industries, deregulation, facilitation of capital flows, and reforms of the financial system and monetary policy. Still, attention is needed to transform the fiscal and monetary policies, enhance the infrastructure, develop and strengthen the human resource base, eliminate the persisting market distortions to uplift and amplify the small and medium size industries and landowners to explore the whole economic potential of the country.

Moreover, the Vision 2030 will also prove a mile stone for social and economic development of the country as the vision will lead towards achievement of major goals such as economic development and social justice in the country to make it more prosperous and a developed state.

1.3 The Role of Education in the Context of National Development

Education is instrumental in creating knowledge based economy. It plays crucial role in the formation of human capital, which in turn, is a key factor contributing towards economic growth and national development by imparting and inculcating general attitudes, discipline and specific skills necessary for variety of developmental sectors. Recent technological changes seem particularly skill-biased increasing the demand for educated manpower relative to low-skilled workers. It also plays a leading role in the context of intergenerational mobility in a society.

Education is central to the development strategy of an economy. It has substantial impact on the degree of social cohesion in a country. Educated human capital has been found to have strong and consistent positive effects on economic growth and productivity of a country. Equalization of education levels accord for a substantial part of the reduction in regional disparities. Furthermore, the quality of education seems to have an even bigger impact on the fates of nations than mere educational quantity, in terms of economic growth of countries.

When Pakistan came into being, there were only two universities and the number of institutions inherited were not sufficient to cater masses. So Pakistan had to start with a very narrow education base. But now due to expansion, education sector is progressing and it has 120 universities and over 251,000 of institutions to serve the purpose.

There is a host of policy options in educational finance, ranging in a continuum between state and market financing. These alternatives raise questions of equity and efficiency of the public subsidization of education. Particularly, in a world of rapid structural changes in the economies, training and life-long learning both firm-specific and general knowledge, constitute a vital part of human capital policies.

As the potential role of education sector has been realized in overall development arena, therefore, the government has decided to remove all policy lacunas and financial constraints for the development of this sector. On the other hand, donor agencies also pledged to Dakar Declaration to make all efforts for education sector development while committing it in 2000 but the commitment has not been honoured. The government formulated National Plan of Action on EFA (2001-15) under the guidelines set by Dakar Framework of Action. Education Sector Reforms were also introduced by the government, coupled with increased fiscal allocations. The government also announced plans to achieve UPE by 2010 and overall 78 percent literacy by 2011.

As a result of these efforts, educational indicators are reflecting positive outcomes. PSLM Survey 2005-06 has reported an overall literacy of 54 percent (for population 10 years and older) with a gender gap of 23% i.e. male literacy of 65 percent and female literacy rate of 42 percent. The comprehensive reform agenda of the government has improved the financial allocation to education considerably during the last five years and its overall contribution as a percentage of GDP, from 1.82% in 2000-01 to 2.48% in 2006-07. Although, the current percentage of GDP is not up to the minimum international standards of average 4% of GDP, however it is encouraging that things are moving in a right direction.

1.3.1 Linkages between education and MDGs and national development priorities and strategies

All forms of education are crucial for society's capability to advance and disseminate research and knowledge and in turn, to apply it in the economy through entrepreneurship and innovation. Thereby, education becomes pivotal in developing a knowledge based economy. The highlighted development programs and projects of Education linked with MDGs and priorities and strategies are:-

(a) **Education Sector Reforms (ESR)**: Main thrust of ESR is on
- Comprehensive Literacy and Poverty Reduction Program;
- Rehabilitation / up-gradation of physical facilities in existing primary schools;
- Quality Improvement of Education through Teacher Education and Training;

(b) **Social Action Program(SAP)**: Main Focus of SAP was on Basic Education in the following areas:
- Access (special focus on female education)
- Quality (school effectiveness)
- Gender Equality and Equity
- Community participation

(c) **Primary Education Development Project (Donor Assisted)**:
- Girls Primary EducationDevelopment Project;
- Sindh Primary Education Project;
- NWFP Primary Education Project
- Balochistan Primary Education Project;

- Women Empowerment and Literacy Project;
- Northern Areas Education Project;
- Universalisation of Primary Education in Selected districts of Pakistan Project.

(d) Linkage of ESR /EFA to the National Poverty Reduction Strategy Program:

Education related interventions / strategies included:

- Khushhal Pakistan – Public works Programme for school rehabilitation;
- TAWANA Pakistan – School Nutrition program;
- Education Stipends –for deserving students of all levels;
- Debt SWAPS for Education.

(e) Institutional Reforms: Public/Private partnership and community participation programs through:

- Restructuring and strengthening of Education Foundations;
- Establishment of School Management Committees (SMCs) and Parent Teacher Associations (PTAs), making them legal entities.

1.4 Data Collection, Sources, Quality Assurance

Pakistan recognizes the importance of data in decision-making and has established National Education Management Information System (NEMIS) along with Provincial EMISs. Every year data on education is collected through standardized national tools from the educational institutions which is processed and analyzed to meet the requirements of planners, decision-makers and other stakeholders. To ensure quality, Standard Operating Procedures (SOPs) have been developed and updated databases are being used. Officials of Provincial and District education departments are being trained in various aspects of data collection, computation of indicators and user-friendly report generation.

In addition to NEMIS, there are two national other national agencies which also collect data on education and literacy. These agencies are Federal Bureau of Statistics (FBS) that conducts household surveys and compute data on literacy. Higher Education Commission (HEC) collects data on higher education and the rest of data on education is computed by NEMIS.

1.4.1 National Education Census (NEC)

The first-ever National Education Census (NEC) 2005-06 has been conducted and published in Pakistan, covering 245,682 educational institutions. Pakistan is the pioneer country in ASIA, which has conducted National Education Census. Resultantly, a comprehensive national education database has been established containing information regarding all categories of national institutions functioning in the country in both public and private sectors. The information collected from these institutions pertains to enrollment, teaching and non-teaching staff, physical facilities and expenditures. This availability of accurate data will be of assistance in formulation of future educational policy and planning.

Provincial Education Management Information Systems (EMISs) have been directed through an Inter Provincial Education Ministers (IPEM) Conference decision to utilize the national education census data as a baseline for future decision and policy planning.

1.4.2 Strengthening of National Education Management Information System (NEMIS)

In order to have accurate, reliable and valid education data, National, Provincial and District EMIS are being strengthened through training of educational administrators, managers and head teachers. NEMIS, previously being run as a project since its inception in 1993, has now been transferred on regular footing under recurring budget.

1.4.3 Quality Assurance / Validation of Data

National Education Management Information System (NEMIS) is functioning for the last fifteen years along with its provincial and regional counterparts. Its main function is to collate education data through conducting annual education census. The data is collected from each province under the provincial EMIS Units and is collated and consolidated at national level by NEMIS. Every year, the annual education census reports and analysis are published and disseminated to all concerned organizations and stakeholders. In an endeavour to meet deficiencies and to establish a comprehensive data base, Pakistan conducted National Education Census first of its kind in Asia.

For quality assurance and validation of data, emphasis is always on monitoring. However, sample surveys for validation and third party validation activities are also carried out. For example, to ensure the reliability, and validity of the data, various measures were taken during the National Education Census. Monitoring of the field operation was done by the Monitoring and Evaluation Cell, Ministry of Education, Academy of Educational Planning and Management (AEPAM) and Federal Bureau of Statistics (FBS). Moreover, the data collected was randomly checked to assess its coverage and comprehensiveness. In addition, validation study of NEMIS data was conducted from time to time.

Moreover, following initiatives were taken to further strengthen and institutionalize EMIS in Pakistan:

- Standard Operating Procedures (SOPs) were developed for data verification, validation and compensation of missing data.
- Technical mapping of different software is conducted like My SQL, SQL Server, Oracle etc. to analysis and capture data; and after analysis, it was decided to move the database to the SQL Server platform.
- Data definitions and instructional manual are developed for the core national questionnaire.
- Mapping of international reporting data requirements is conducted besides the data collected by the government at present.
- Cohort reconstruction model is developed to enable NEMIS to calculate survival rates for the school system.
- Staff from NEMIS / Provincial EMIS / District EMIS is trained in benchmarking and imputation techniques for missing data.
- Developed, revised and refined sampling protocols for third party validation, reflecting ground realities.
- Relevant NEMIS staff is trained in the use of MS Excel for effective implementation of the various steps of sampling technique, hypothesis testing and computation of descriptive statistics.

1.4.4 Sources of data

The major source of data is national data bank on education. The education data is generated from the grassroots levels. The data so obtained is processed electronically at district EMIS centers and then Provincial/Regional headquarters before transferring to NEMIS.

The technical aspects such as core parameter requirements at national level, standardization of questionnaire and other related matters are deliberated jointly before launching education statistics report each year. The provincial EMIS units furnish the data of their respective areas which is consolidated at national level in NEMIS. Every year various reports on Pakistan Education Statistics are published which include national, provincial, district and tehsil reports.

SECTION II

NATIONAL EDUCATIONAL SYSTEM

2.1. Trends in Educational Development

Pakistan has experienced growth in the number of institutions, number of students and number of teachers. This augmented demand for education, making it imperative to build education on a proper framework that covers the entire education system. Pakistan hence has carried out exercise to review the previous national educational policies and formulate new National Educational Policy, keeping in view the emerging trends and challenges.

The land which constitutes today's Pakistan has deep and rich history of education. Indus valley and Gandhara civilizations enjoy world recognition with respect to their culture and system of education. Later, Muslim conquerors brought with them their own religion and culture along with their education system.

Muslim rule in sub-continent was consolidated by the Mughal rulers who established various educational institutions for Hindus and Muslims pre-dominantly attached to temples and mosques. Calligraphy, philosophy, art, medicine, arithmetic and science were part of their syllabi. Likewise, after the fall of Muslim empire, British occupation introduced Western education system in sub-continent by promulgating various education acts and policies and abrogating Muslim education system. English and western disciplines dominated in the curriculum. To ease the overwhelming British influence on their culture particularly on their education system and values, a group of Muslim educationists started reform movement to popularize education among Muslims. The reform movement produced significant impact on socio-politico-economic landscape of the sub-continent. In nutshell, the education system which Pakistan inherited on the eve of its inception, by and large, had colonial roots.

2.1.1 Education Structure in Pakistan

Pakistan has a federating system and there is a statutory requirement for all public sector educational institutions to follow same curricula. The system has following three tiers mode [(8 + 4 + 4) and (8 + 4 + 6)]: -

2.1.1.1 Pre-School Education

The pre-school education contributes towards the time-bound development of child i..e. the early childhood (development period that extends from the end of infancy to about five years). A child of 3+ years is usually considered suitable for preschool education. There are pre-primary classes in public sector. Kachi class is included in pre-primary stage. However, pre-primary stage does not enjoy the status of a full-fledged level like primary and secondary. In private sector, pre-primary stage is well-organized and operational. Formally, curriculum for ECE have been developed and material has been produced which is in use.

Early Childhood Education (ECE) is facing following problems:

- Lack of realization and awareness about the importance of the benefits of preschool education.
- Absence of well-defined policy for preschool education and its recognition as preprimary stage and subsequent facilities such as teachers and classrooms.
- Lack of capacity at the provincial, district and school levels to plan, implement and monitor preschool education programs.
- Lack of trained teachers.

2.1.1.2 Elementary Education

The elementary education comprises of two distinct stages, i.e. Primary and Middle.

i. Primary Stage

The primary stage consists of grade I to V, extends over five years. The medium of instruction in most of the schools is Urdu being the national language. There are English-medium schools as well. However, the curriculum for primary classes is almost the same throughout the country. The major focus of this stage is on basic mathematical and literacy skills, appreciation of traditions and values, and socialization. Promotion to next class depends on the result of the school examinations. According to NEMIS 2005-06, the number of primary schools in the country is 0.157 million having 16.8 million children and 0.44 million teachers.

ii. Middle Stage

The Middle stage (Grades: VI-VIII) is of three years duration and is offered in schools either having primary or secondary classes. The curriculum is common for males and females as well as for urban and rural areas. The focus of this stage is to strengthen foundations of first and second languages, mathematics and science and developing understanding of family, community, environment, health and nutrition. Provincial Education Departments as well as schools conduct terminal examination at this stage. There are about forty thousand middle schools having more than 5 million enrolment and 0.31 million teachers.

2.1.1.3 Secondary Education

Secondary education comprises of two stages as under:

i. Secondary Education

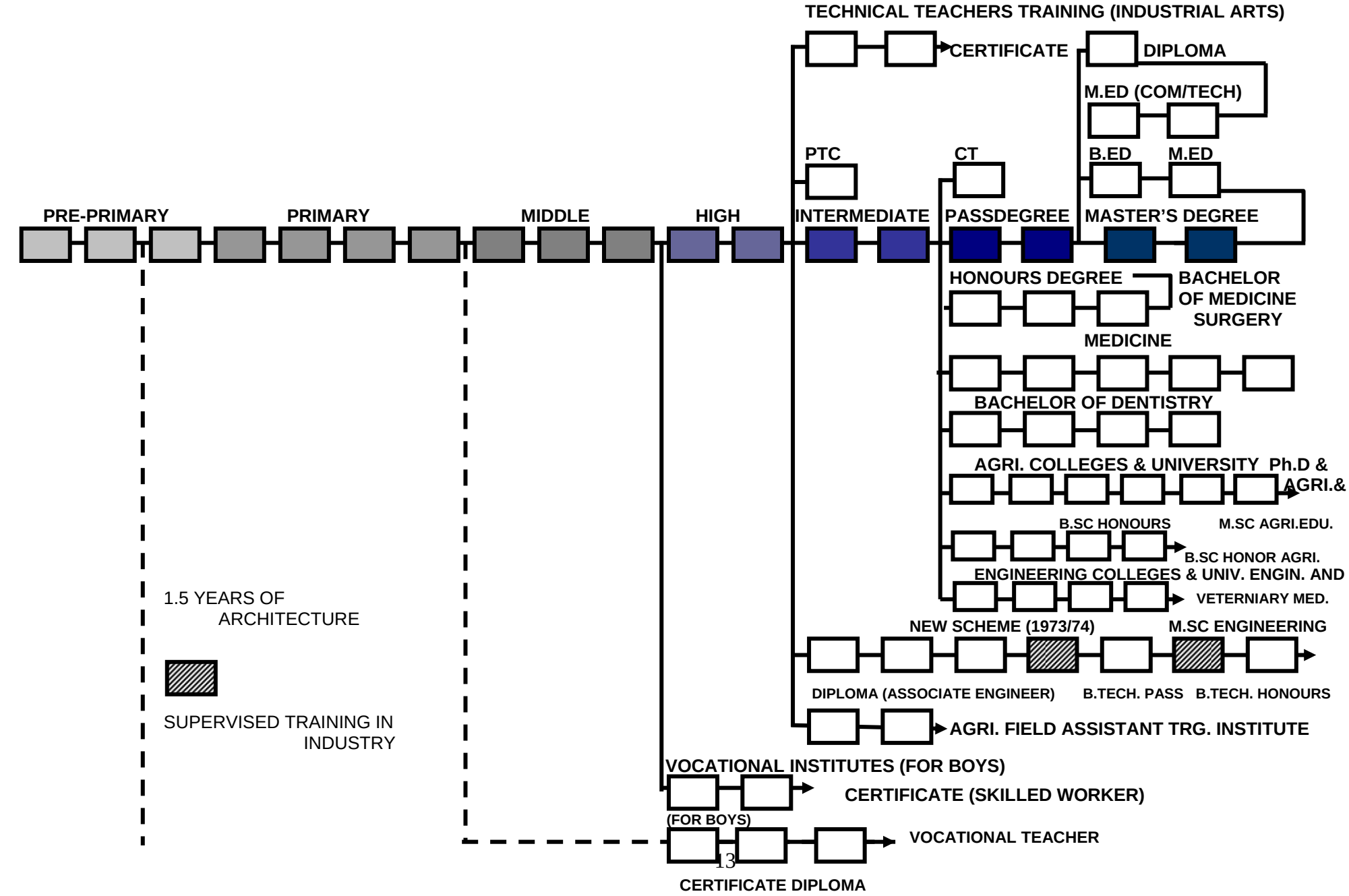
The secondary education stage is of two years duration comprising Grades: IX-X. It covers 13-15 years cohort of children. There is a Secondary Schools Certificate (SSC) examination at the end of the X class and is conducted by the Boards of Intermediate and Secondary Education through out the country. Streaming of children starts at this stage and students opt for a group of their choice such as Science, Humanities, and Technical. There are 0.88 million secondary institutions in the country with enrolment of more than two million and 0.36 million teachers.

ii. Higher Secondary Stage

The higher secondary education (Grades XI-XII) is imparted at both Intermediate Colleges and Higher Secondary Schools. It covers 15-16 year of Cohort of children. The students follow two years Programme of study at higher secondary level, which lead to the Higher Secondary School Certificate (HSSC) and is a pre-requisite for entrance to university or an institution of higher education. The medium of instruction in science subjects is English. The Boards of Intermediate and Secondary Education (BISE) conduct the examinations for higher secondary school certificates.

Division of students takes place at various levels of school education. After the middle stage students can follow either academic courses in secondary schools or a trade course at vocational institutions. After secondary school stage students can enter Intermediate Colleges or Higher Secondary Schools for pre-university courses or they can join polytechnics to take up three-year diploma course in a particular branch of technology or trade. After Higher Secondary School Certificate (HSSC) one can either join general universities or professional institutions such as commerce, IT, agricultural, engineering and medical etc.

STRUCTURE OF THE EDUCATIONAL SYSTEM (FORMAL ONLY)



2.1.1.4 Tertiary Education

Government of Pakistan has reorganized the higher education in the country. To meet the challenges and devising policies Higher Education Commission (HEC) has been set up. Accordingly focus of higher education has been determined and institutions of higher learning are being strengthened academically as well as financially. New specialties and sub-specialties have been planned and are being implemented. Special incentives have been provided to professional growth and research.

Pakistan has 120 universities / degree awarding institutions out of which 56 are in private sector. More than five hundred thousand students are studying at university level and about fifty thousand teachers are teaching in the universities.

2.1.1.5 Non-Formal Education

The government is trying to extend the educational facilities to every member of society. In Pakistan, the net participation of children at primary level of education is about 66 percent. The dropout rate has been calculated as about 31 percent. About six million children are left outs. To facilitate this cohort, Government has taken a number of steps to provide education facilities and make them literate. According to National Plan of Action for EFA, access to primary education, particularly of girls, will also be improved through a network of Non-Formal Basic Education Schools (NFBES), especially in remote areas where either girls schools are not available or their participation rates are low.

National Commission for Human Development (NCHD) is also taking care to facilitate the left-outs. NCHD has made 1.435 million persons literate under its adult literacy program. The Commission has established and completed 71,281 adult literacy centers countrywide, while 50,000 literacy centers were operational and 1,250,000 learners were studying in these centers. A number of schemes of adult education have been lunched in the country. Centers have been set up where education is given to the adults who could not enter school at proper age. Arrangements of an integrated Programme of adult education have been made at the Allama Iqbal Open University, Islamabad. This university caters for education through correspondence course, radio and television pro

grams and tutorial service all over the country.

2.1.2 Management of Education System

The country is a federation of four provinces with a parliamentary system, and other territories. The division of responsibilities of the federation and provinces has been defined by the Constitution of Pakistan.

Education is primarily a provincial subject, however being on concurrent list, both federal and provincial governments undertake the legislation collectively. The federal government is responsible for policy-making, coordination, and perform advisory role in education. The Ministry of Education (MoE) administers educational institutions located in the Federal Capital Territory, the Centers of Excellence, the Area Study Centers and other federal institutions in various parts of the country. Universities located in various provinces are administered by the provincial governments, but are funded by the Federal Government through Higher Education Commission (HEC). NAVTEC is responsible for looking after the vocational and technical education in the country. NCHD is covering various sectors including education mainly focusing literacy and UPE.

2.1.3 Administration for Education

There is a three-tier system of educational administration in Pakistan-Federal Government (Ministry of Education), Provincial/Area Governments and District Governments (Education Departments). The administration and management of school education in Pakistan is undergoing significant changes with the implementation of decentralization under Devolution of Power Ordinance 2001, which spells out the role of District Governments in education. Educational administration of schools has been devolved

from Provincial governments to the district governments. Since 2001, most of the educational planning and decision-making now takes place at the district level. Local governance has replaced centralized system and distance planning to ensure civil society participation.

The roles and responsibilities of three main levels of administration of education in Pakistan are as under: -

2.1.3.1 Federal Ministry of Education

Federal Minister for Education heads the Ministry of Education and is assisted by the Education Secretary. The Ministry of Education has six administrative wings/cell, i.e., (i) Curriculum Wing, (ii) Policy and Planning Wing, (iii) Projects Wing, (iv) Training Wing, (v) Administration Wing and (vi) Monitoring and Evaluation Cell. The Joint Educational Advisor heads each Wing. Besides Wings, the Ministry of Education has a number of subordinate and attached bodies for its assistance. The major functions of the Ministry of Education are to:-

1. Formulate national education policy and to ensure its implementation.
2. Coordinate with provinces and other organizations in educational matters
3. Develop curriculum and ensure uniformity in education through out the country.
4. Coordinate with foreign governments/international agencies for the development of education in the country.
5. Award scholarships for students and professional growth of teachers.
6. Look after the development of education in the country and provide necessary funds.

2.1.3.2 Provincial Departments of Education

All provinces have Departments of Education headed by Provincial Ministers of Education. The Department of Education is responsible for the administration of elementary, secondary, technical and higher education in the province. The provincial Secretary of Education assists the Provincial Minister. Each provincial department of education has many bodies such as curriculum bureau, provincial institute of teacher education, textbook board, Boards of Intermediate and Secondary Education (BISE) etc. to carry out various functions.

The provincial governments have assumed new role under the devolution of power. They retain primary responsibility for pre-service professional teacher education and share responsibility for in-service training with the district governments. Potentially, they ensure equity, access and quality.

2.1.3.3. Role of District Government under Devolution of Power

The district governments have acquired significant responsibilities under devolution of power introduced by the current regime. Under devolution plan, the responsibility for managing education falls under the purview of district rather provincial government which used to manage the education from a distance. Now these local governments are responsible for planning and management such as (i) where to locate new schools? (ii) How to finance their construction? (iii) Inspection of schools to ensure the compliance with standards and carrying out the annual evaluation of teachers and head teachers.

Education finance is another key area under devolution that lies with the district government. The Federal share of revenues is transferred to the provinces. The provinces pool their revenues and transfer them to the districts as per formula set by Provincial Finance Commission. Now it is the district government that decides how much to spend on education vis-à-vis other public services.

2.1.4 Expansion of Government Finance in Education

In developing countries, educational planning is frequently handicapped by an arbitrary fiscal policy and dictates a specific amount of money available, within which the educational Programme must function. A more meaningful approach to the problem should be to analyze educational needs, adjust programs

toward greater productivity, consider normal economic growth, compare investment with similar countries and then plan a realistic investment for education. This approach is not being followed during the past decades, which kept the education sector from securing maximum growth and results.

Pakistan has limited financial resources to spend on education vis-à-vis its large population. Currently during the year 2005-06, Government is spending about 2.21 percent of GNP and 8 percent of the national budget on education. Keeping in view the size of its population, this investment is inadequate even to meet the basic needs of education sector. Moreover, most of allocated money goes into non-developmental recurring expenditures rather developmental one.

The private sector is also contributing by opening schools and colleges, however their efforts are not encouraging enough and it seems that major aim is monetary benefits rather than provision of social service. Therefore, the rich people can afford to educate their children in these private educational institutions.

2.2 EFA: Macro Strategies for Development

Following are major defined macro strategy for development in education with particular reference to Dakar Declaration.

2.2.1 Primary/Elementary Education

The government has set target of achieving Universal Primary Education for boys by 2010 and for girls by 2015. The target will be achieved by providing buildings to all existing primary/elementary schools besides provision of additional classrooms in the existing overcrowded schools. Mosque schools will be converted to regular schools and existing primary schools to elementary schools, wherever the enrolment so necessitates. New mosque schools will be established in areas where regular schools may not be feasible. Improvement in the efficiency of the system through better supervision, administration and involvement of local communities at district/sub-district levels is proving helpful to reduce dropouts. To achieve quality education, entry qualification for fresh primary school teachers is raised to Higher Secondary School Certificate (intermediate) with 18 months teacher training whereas, for middle school teachers, the entry level is set to Bachelor's degree with one-year teacher training.

2.2.2 Secondary Education

Diversification of courses for the students in different streams at this stage has been recognized and equal access to various career options is provided at this stage. To accommodate increasing output of elementary graduates, a concomitant increase in facilities at secondary level, with focus on female education, is the thrust of Perspective Plan 2001-11. Upgrading elementary schools, adding classrooms to existing schools and introduction of technical stream in secondary schools is the strategy to achieve the target. Private sector is encouraged through incentives to share the responsibility especially in setting up model schools at district level. Intensive in-service training is provided to teachers at least once in five years.

2.2.3 Technical Education and Vocational Education

Technical and vocational education is the priority area to offer diversified courses. Provision of multiple options, at close proximity of even rural clientele is ensured. The outreach can assure accessibility of technical education, vocational training facilities for urban-rural and male-female clientele alike. It has been realized that education and training provided by these institutions should be market/job oriented.

2.2.4 Teacher Education

Quality education requires motivated and competent teachers at all levels. It is pertinent to raise the intake qualification of teachers at all levels. Therefore, teacher training institutions will be revamped to ensure output of devoted and skilled teachers. The working teachers need to undergo intensive in-service

training to improve their working efficiency. Management training will be mandatory for all future administrators of education from secondary school levels to higher education levels.

At higher education level, the intake qualification of teachers will be raised as M. Phil degree for postgraduate colleges, and Ph.D. for universities. A substantial allocation to universities will be made to enhance their research capabilities through provision of better infrastructure facilities and staff development. Accreditation Council for Teacher Education has been established in 2006 to assess and equate teacher education programmes etc.

2.2.5 Improving Quality

Quality of education at all level is one of the thrust areas in order to gain the competitive edge required in any knowledge based economy. The strategic intervention for this purpose is focus on physical infrastructure, books and equipments, incentive to poor students, national education testing service, establishment of regulatory body for quality assurance (National Council for Accreditation and Quality Assurance). For capacity building of teachers/instructors, incentive driven programs are undertaken which include one year honors course after Bachelor's degree, establishment of academy for teachers, performance based contract appointments, indigenous PhD scholarship Programs, increase in development budget of universities, establishment of provincial institutes for teacher education and research endowment fund .

2.2.6 Role of Private Sector

Private sector is encouraged to establish educational institutions at all levels. At present, more than 30 percent school level students are enrolled in private institutions. An incentive driven system needs to be provided to private sector institutions to nurture quality education at all levels in a competitive environment and hence to expand the share of private sector in it.

2.2.7 Community Participation/Involvement

Community participation at local level is ensured to resolve the problems of quality of construction, maintenance of buildings, teacher absenteeism, purchases out of non-salary recurrent grants etc. Provision of resources for education sector is improved through social mobilization, community participation and activating the role of NGOs, CBOs, and local bodies.

2.2.8 Major Reforms and Initiatives:

Following are the major reforms in education sector since 2001:

- Provision of missing facilities in schools through Education Sector Reforms.
- Uniform academic session throughout the country.
- Free education up to Matriculation.
- Provision of free textbooks.
- Grant of scholarships and incentives to girl students.
- English language study made compulsory from Class-1 onwards.
  New Scheme of Studies approved and notified with effect from 2007.
- Increased budgetary allocations for education.
- Development of new curriculum
- Establishment of regulatory authority for regulation of private educational institutions.
- Format of the question papers for the Board examinations revised
- College level education transferred to provincial education departments.
- NAVTEC established to ensure:
    - Vocational Schools at each sub-district and at industrial clusters, particularly for dropouts from schools.
    - Polytechnic Institutes at District level for matriculates to produce technicians.
    - Technical Colleges in each province for qualified students to produce technical graduates.

- Recruitment of female teachers given priority.
- Formulation of National Textbook & Learning Materials Policy.
- National Education Census (NEC)

2.2.9 Un-reached Groups

Efforts are underway to address the educational needs of un-reached groups in the country. Some major examples of interventions are as under:

2.2.9.1 Working Children

The Constitution prohibits employment of children less than 14 years of age in any factory or mine or any other hazardous employment. It also prohibits all forms of forced labour. However, approximately 3.3 million children are involved in child labour all over the country. Most of the child labor is concentrated in the invisible sectors of the economy particularly in agriculture sector and domestic child labour and thus remains hidden from the statistical perspective and planning procedures. These children do not enjoy basic amenities of life and get low wages.

To improve this state of affairs, Government has adopted National Plan of Action on Child Labor with special emphasis on provision of education as an alternate to child labour. Pakistan is among a few IPEC (International Programme for Elimination of Child Labour) countries to have accomplished this task. As child labour is a direct product of poverty, Government has taken several initiatives to reduce poverty and developed Poverty Reduction Strategy Paper (PRSP) to remove structural deficiencies.

In this regard, the strategies and policy guidelines of EFA—National Plan for Action are as under:

- Progressive elimination of child labour from all sectors of employment
- Immediate eradication of the worst forms of child labour
- Regulate monitoring and inspection system to supervise the implementation of National Action Plan.
- Prevention of entry into labour market of underage children by offering alternative education (Non-Formal)
- Ensuring at least primary education and skill training to the children involved in child labour

National Plan of Action and Policy for the elimination of child labor is under active implementation process. In this context, Pakistan Bait-ul-Mall (PBM) has established 33 National Centers for rehabilitation of child labor, and 18 Community Action and Education Centers. A National Information Exchange Forum has been established in the Ministry of Labor to establish active contacts with all NGOs and other agencies involved in the task of elimination of child labor. A special Fund of Rs.100 million has been established for rehabilitation of child laborers in the country. Government has also ratified ILO conventions, 182 & 100 against hazardous and exploitative child labor and for equal remuneration for all respectively. Consequently, it has removed nearly 93 percent child labor from the soccer ball industry of Sialkot with the help of ILO, Save the Children Fund (UK) and UNICEF.

However, there is need to provide social support system to the families and children engaged in child labor. Compulsory Primary Education and Vocational training facilities along with non-formal education should be provided to the working children in collaboration with community.

2.2.9.2 Persons with disabilities & special needs

Disabled Persons Employment & Rehabilitation Ordinance was enacted in 1981 to cater the needs of disabled persons and use their potential, which inter alia, made it mandatory to employ 2 percent disabled persons in public sector. The Ordinance also ensures provision of all-round welfare and rehabilitation services for the disabled. Innumerable projects and services have come up during this period. The establishment of Directorate General of Special Education in 1985, by the Government aimed specifically for the development of facilities for disabled persons which has played a significant role to help

this segment of society. Government has taken up various initiatives in the field of Special Education, with the aim to integrate these people into the society and use their potential in different development fields.

2.2.9.3 HIV & AIDS

The menace of HIV & AIDS is spreading at a fast speed across the World; Pakistan is no exception to this deadly disease, and in this regard it has been declared as a low prevalence and least alarming. However, Pakistan is taking due measures to develop awareness among the school children and interventions have been undertaken in textbooks. National Aids Control Programme (NAP) has been initiated under the auspices of the Ministry of Health to develop awareness among the masses.

Ministry of Education (Curriculum Wing) has been catering to the emerging trends like dung abuse, population explosion, environmental preservation, human rights, health and nutrition issues and HIV / AIDS, as the concept of preventive education. The possible mode of addressing the issue has been through orientation / training of teachers about the disease itself as well as the preventive measure to be adopted to prevent the young population from falling prey to these serious concerns.

The Ministry of Education in collaboration with UNFPA is implementing a project “Population and Development Education for Youth”. HIV & AIDS Prevention is one of the core themes under which related material has been developed and teacher training is being carried out. The formal school curriculum does not contain concepts of HIV & AIDS at the primary and lower secondary level. However, concepts of HIV & AIDS have been presented at the higher secondary level in the subject of Biology. Government has also recently organized an awareness campaign through print and electronic media against HIV & AIDS.

2.2.9.4 Migrants, Refugees, Displaced Persons (Conflicts and National Disaster)

The deadly earthquake which hit Pakistan during 2005, killed more that 73,000 people, many of them were school children and adolescents. Over 120,000 were injured and more than 3 million rendered homeless across the vast, hilly areas of northern Pakistan, including Azad Jammu and Kashmir and five districts in the North West Frontier Province (NWFP). Over 500 health facilities and more than 7,000 schools and colleges and scores of government buildings were destroyed. The natural disaster damaged the infrastructure thoroughly and washed away the educational facilities in affected areas. The Government on war footings started rehabilitation activities to restore these facilities and provide educational facilities to affected children. Earthquake Rehabilitation & Reconstruction Authority (ERRA) has been established which constructed new schools. Teachers and managers are being orientated with techniques of disaster management and treat children psychologically.

2.3 National Policies

Recognizing the needs to realize the shift towards knowledge based society; the current regime in Pakistan is fully committed to address UPE, literacy, gender parity, life skills and quality education. To achieve the targets, government of Pakistan has formulated National policies, laws and legislations as under:

2.3.1 National Education Policy (1998-2010)

Realizing the importance of education, the Government is fully committed to provide quality education to people. Several initiatives have been launched to further improve and develop the qualitative and quantitative aspects of education system.

In order to institutionalize reforms and to enhance interaction between the provinces, AJ&K, FATA, FANA and the Federal Education Ministry, an Inter-Provincial Education Ministerial body has been reactivated. It started as a regular forum for ensuring uniformity in decision making and to institutionalize education reforms. This forum meets almost on quarterly basis under the chairmanship of Federal Education Minister and has discussed, debated and notified a large number of reforms in our education system since 2000.

The National Education Policy (NEP) 1998-2010 is under review to meet the new needs, trends and challenges. The National Policy Review Team conducted country-wide broad based consultations with all the stakeholders in education sector. NEP Review Team visited about 30 percent districts of each province and met diverse stakeholders. Moreover, a series of Round Tables and Focused-Group Meetings were held on different aspects of education. A National Conference and six Provincial/Area Education Conferences were also held for ensuring real ownership of the policy by all federating units and other stakeholders. Thematic areas, such as governance, quality education, textbook development, teacher education, literacy, access to education, gender equity, parallel systems of education, and education relevance were discussed in these conferences and the recommendations were finalized in shape of a pre-policy document titled "Education in Pakistan-A white Paper" prepared by the NEP Review Team. Document copies were distributed to all major stakeholders and it was also placed on Education Ministry's website (www.moe.gov.pk/nepr) for soliciting comments.

2.3.1.1 National Education Assessment System (NEAS)

National Education Assessment System (NEAS) is one of the key Programmes of the Ministry meant to improve the quality of education at elementary level, with the following main objectives:

i. To measure learning achievements of students in grades IV and VIII.
ii. To develop capacity in education assessment related activities.
iii. To institutionalize sustainable monitoring system.

NEAS is established by the Ministry of Education in collaboration with provinces, federally administrative areas and partner institutions to achieve the above-mentioned objectives. Eight Assessment Centers at the Provincial/Area levels have also been established and the total nine Centers of NEAS network have become functional. Based on the feedback of testing results, overall education system at primary level is being rehashed. The idea of offering International level Academic Assessments has been accepted for Pakistan. Necessary preparations for this will be made and the country will be offered for this assessment in 2012.

2.3.1.2 Quality Assurance

The reforms process has been started in an endeavour to improve quality of education. The related reforms encompass revision of curricula for class I-XII, harmonization of teachers training programs, introduction of multiple textbooks scheme, professional development of planners, managers, and teachers at all levels. These reforms are carried out by setting up of professional cadre for planning and management of education, strengthening of teachers training institutions, examination reforms and setting up of examination boards in private sector, establishment of national education assessment system, system of academic audit, increase in financial support, etc.

Under these reforms, curricula of all school subjects have been revised and new textbooks have been produced. Extensive teacher training programs have been organized through out the country and 175,000 master teacher trainers and teachers have been trained. Diploma in Education has been launched to upgrade teacher qualifications to 12+1 ½ years replacing PTC/CT courses.

2.3.1.3 Use of ICT in Education

Information Communication Technology is one of the emerging aspects, which has transformed the whole world into a global village. ICT is the engine of interaction, which shapes our lives and determines our success in the information age and in the global economy. Wide application of Information Communication Technology guarantees timely and optimal use of their limited resources. There is a need to fully integrate ICT in all education sector reforms. Recognizing importance of ICT, Pakistan has introduced computer science as compulsory subject for grades VI-VIII.

2.3.2 Education Sector Reforms (ESR) 2001-06 – Major Initiatives

Education Sector Reforms (ESR) Programme is developed in perspective of the National Education Policy 1998-2010. ESR is the comprehensive sector wise Programme that includes major thrust areas.

2.3.2.1 Principal Characteristics of Education Sector Reforms

The Education Sector Reforms (ESR) 2001 originated from National Education Policy (1998-2010) with particular focus on EFA but it also focuses on the development of human resources in Pakistan as pre-requisite for development. It has three fold purposes: quality education enabling all citizens to reach their maximum potentials; produce responsible/enlightened and skilled population and integrate Pakistan into the global framework of human-centered economic development. It suggests following strategies to achieve these outcomes:

- Sector-wide reforms based on efficiency and equity;
- Political will to boost education;
- Poverty reduction strategy program
- Resource mobilization
- Decentralization ensuring grassroots level participation
- Encouraging and supporting public-private partnership to meet the challenges
- EFA Action Plan and Ordinance for compulsory Primary Education; and
- Outcome based planning, budgeting and auditing

2.3.2.2 Major Thrust Areas of the Education Sector Reforms (ESR)

Following are the main thrust areas of ESR with special reference to EFA:

i. Universal Primary Education (UPE), Gender parity and Quality

The Education for All emphasizes universal primary education, gender parity and quality through ensuring access and increasing participation of all children.

Initiatives

- Basic education takes over 50 percent of education budget
- Free education up to matriculation and free supply of textbooks
- Grant of stipends and incentives to girl students and female teachers
- Setting up of primary schools for each village
- Community empowerment for participation in school management.
- Devolution of educational services at district level
- Provision of missing facilities in existing schools
- School up-gradation programs to reduce the current imbalances
- English language teaching being introduced from class-1.
- Shift towards vocational /technical training.
- Curriculum development for ECE
- 554 Early Childhood Education Centers have been set-up in formal primary education

ii. Mainstreaming of Madaris

To streamline the religious education in the country and making it compatible with the emerging needs, the Reforms intend to review and revise curricula of religious education.

Initiatives:

- Development of plan for introduction of formal education subjects in Deeni Madaris
- English, Math, Social studies and Computer Science to be introduced in all Madaris
- Madaris will be mainstreamed through provision of grants for salaries to teachers, cost of textbooks, teacher training and equipment
- Madaris Education Board set up to regulate curriculum and examination of the Madaris

iii. Public Private Partnership (PPP)

The Reforms aim at improving service delivery through public private partnership by offering incentive package for private sector; involvement of private sector in the management of under utilized public sector institutions; facilitating grants and soft loans for the development of education; introduction of adopt a school program; introduction of information technology courses in schools through public private partnership; etc.

Initiatives

- Public policy has been amended to mobilize the private sector and civil society organizations in the financing, management and delivery of education services.
- The Community Supported Rural Schools Programme (CSRSP) encourages education in rural areas. Currently, 610 schools are run with an enrolment of 23,300 students by National Education Foundation (NEF).
- Under adopt a school programme, many schools have been adopted by the corporate sector.
- 10,000 teachers trained in IT by INTEL Corporation
- Building ICT lab infrastructures for teacher training.
- Food-Aid Program.
- Grant-in-Aid Programme to private schools

2.3.2.3 Quantitative Target

The Education Sector Reforms Action Plan (ESR) targets are iterative and incremental, aligned to national reforms and priorities. Based on the National Education Policy 1998-2010, the seven thrust areas have been identified for improvements. The ESR indicators for each Sub-Sector are given in table.

Table 2.1: Benchmarks and targets of ESR

S#	Sub-Sector	Bench mark- 2001	Target-2005
1.	Literacy	49%	60%
2.	Gross Primary Enrolment	83%	100%
3.	Net Primary Enrolment	66%	76%
4.	Middle School Enrolment	47.5%	55%
5.	Secondary School Enrolment	29.5%	40%
6.	Technical Stream Schools	100	1100
7.	Polytechnics/mono-techniques	77	160
8.	Madaris Mainstreaming	148	8000
9.	Public-Private Partnerships	200	26000
10	Higher Education Enrolment	2.6%	05%

Source: Education Sector Reforms Action Plan 2001-02-2005-06, Ministry of Education

2.3.2.4 Budget of ESR Program

Financial Requirements for EFA Action Plan 2001-02 to 2005-06 are as under:

Table 2.2: Financial Requirements for EFA Action Plan

(Rs. in billions)

Programs	2001-02	2002-03	2003-04	2004-05	2005-06
Elementary Education	2.300	0.398	0.450	15.45	15.450
Literacy Campaign	0.200	0.130	0.100	3.935	3.935
Mainstreaming Madaris	-	0.225	0.375	6.700	6.700
Secondary Education	0.100	0.225	-	4.837	4.837
Technical Education	0.400	0.222	0.300	7.039	7.039
College/Higher Education	-	0.006	-	4.997	4.997
Quality Assurance	0.350	0.019	0.100	3.765	3.765
Public-Private Partnership	0.074	-	-	0.345	0.349
Total	3.424	1.225	1.325	47.069	47.069

Source: Education Sector Reforms Action Plan 2001-02-2005-06, Ministry of Education

2.3.3 National Plan of Action for EFA

The importance of education in the process of building the nation and socio-economic prosperity cannot be denied. In fact, the success of democracy and constitutional system of governance largely depends on the literate people.

Keeping this in mind, the Government is attaching top priority to Education For All initiative. The Education Sector Reforms (ESR) covers different areas of Education for All by 2015, and includes goals like: reducing illiteracy by 50 percent with a focus on reducing the literacy gender gap by 2015; life skills and learning opportunities for youth and adults; and promotion of early childhood education. The targeted groups for EFA goals belong to disadvantaged communities with minimal opportunities as these groups are highly vulnerable and are without access to learning facilities. To achieve EFA goals by 2015, the set targets and macro strategies adopted by Pakistan are following:

- Literacy rate will be increased by almost 50 percent
- Universal Primary Education for boys by 2010 and for girls by 2015. The target will be achieved by providing buildings to all existing primary/elementary schools besides provision of additional classrooms in the existing overcrowded schools.
- Diversification of courses for the students in different streams of Secondary school has been recognized and equal access to various career options will be provided.
- Teacher training institutions will be revamped to ensure output of devoted and skilled teachers.
- Improve quality of education at all levels
- Private sector is encouraged to establish educational institutions at all levels.
- Community participation at local level to resolve the problems of quality of construction, maintenance of buildings, teacher absenteeism, purchases out of non-salary recurrent grants etc.
- Achieving 69 percent female literacy; with greater emphasis on secondary school education for girls through provision of scholarships and subsidies to low income households.

The lying behind motive is to encourage continuation of female education beyond the primary level.

Under the Dakar Framework for Action, the National Plan of Action (NPA) has been developed to achieve EFA goals through consultations with principal actors of EFA and stakeholders. The NPA is based on six EFA goals and priorities areas are: elementary education, adult literacy and early childhood education. The main objectives of National Action Plan are:

- To reach disadvantaged population groups in rural and urban areas with emphasis on girls particularly those who have never attended school
- To promote community participation and ownership of basic education programs at the grassroots level.
- To improve relevance and quality of basic education through enhancing learning achievements of children, youth and adults.

National Plan of Action is grouped into sub-plans based on each EFA targets/areas. Further, each sub-plan covers three main aspects of the project cycle i.e. future strategies and action; implementation; monitoring and evaluation. The NPA has been developed to be linked with a sustainable and integrated framework to poverty alleviation and development strategies (PRSP).

Table 2.3: EFA: Framework of National Priorities

EFA Sector	Priority	Coverage of Components by phase	
Primary Education	First	Phase I	Equal focus an access and quality
		Phase II	More focus on quality and school effectiveness
		Phase III	More focus on quality and school effectiveness
Adults literacy schools	Second	Phase I	More focus and access
		Phase II	Equal focus on Access and quality
		Phase III	Equal focus on Access and quality
Early Childhood Education	Third	Phase I	More focus on Access
		Phase II	Equal focus on Access and quality
		Phase III	Equal focus on Access and quality

Human Resources (Public Sector)

Additional number of teachers, instructors and administrators/ supervisors required during each phase of the plan.

2.4 National Constitution

The Constitution of Pakistan states that:

"The state shall remove illiteracy and provide free and compulsory secondary education within minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit"
Article 37 (b) & (c).

The Constitution further upholds and provides safeguards to educational institutions in respect of religion, race, caste etc, while maintaining that

"No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own; no citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste or place of birth" **Article 22: 1&3 (b)**

According to the Constitution of Pakistan, the Federal Government is entrusted with the responsibility for policy, planning, and promotion of educational facilities in the federating units besides providing funds. This responsibility includes setting standards for curriculum and textbook development;

establishing an assessment and examination system; setting up regulatory and institutional framework; and educational data collection and dissemination.

In addition to the Federal Government, there are institutions managed by different agencies such as provincial governments, public organization Armed Forces, NGOs, Communities, and District Governments that also play a role in providing education. The private sector is another important player.

As per law, the primary education has been declared compulsory by Federal as well as Provincial governments. According to the Constitution, access to education is the right of every citizen. Primary education is free for all the children who are enrolled in primary education institutions and they are provided free textbooks. To create awareness amongst the public, the Government is making all possible efforts to eradicate the illiteracy from the country and promote primary education through electronic and print media.

2.5 Laws and Legislation

The education in Pakistan is governed by laws and legislations. Some of them related to EFA are as under:

2.5.1 Compulsory Primary Education

Since inception, many efforts have been made to improve education. All Pakistan Education Conference was held in 1947 as per directives of the founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah. He provided the basic guidelines for the future development of education. Therefore, a number of education polices have been formulated for the improvement of education in general and achieving the universalisation of primary education and eradicating the illiteracy in particular. The main purpose is to make education compatible with the requirements of an independent, sovereign and ideological state. In addition, a number of five-year development plans were developed and implemented to bring improvement in education in accordance with national education policies.

To meet the constitutional requirement of compulsory and free education, all Education Polices have given special emphasizes on compulsory education. In fact, it is the current National Education Policy, 1998-2010 which envisages promulgation and enforcement of free and compulsory Primary Education Act in a phased manner.

2.5.2 Legislation for Adult Literacy (Amend) Act, 1987

Mostly, Five Years Plans put forward a strategy of offering incentives for literary. A number of compulsions were also proposed to make literacy a pre-requisite for participation in economic and social enterprises. To provide a legal cover to these compulsions, a Literacy Ordinance (No.XXVII) was promulgated by the President of Pakistan in 1985. The Ordinance was placed before the Parliament in 1987 which approved with amendments that its date of enforcement may be extended and Federal Government may decide its next date of enforcement. The Federal Cabinet decided in 1991 to enforce the literacy (Amendment) Act 1987 w.e.f 1-1-1993. This date was also postponed and no new date of enforcement could be announced as yet**.**

The salient features of Literacy Act are as follows**:**

- A passport other than a Hajj passport, a driving license or an arms license shall be issued only to a literate person; and
- Only a literate person shall be eligible for employment under a local body or an establishment or institution under the control of the Federal Government

2.6 International Commitments

For the promotion of Education For All and to achieve the set educational goals, the Pakistan is the signatory of the following International declarations:

- Universal; Declaration of Human Rights
- World Declaration on Education for All, World Conference on Education for All
- Dakar Framework of Action for Education for all
- Delhi Declaration and framework of Action
- Recife Declaration of the E-9 Countries
- Beijing Declaration of the E-9 Countries
- Cairo Declaration of the E-9 countries and
- Monterrey Declaration of the E-9 countries

2.7 Education Financing

Major modes being followed are as under:

2.7.1 Structure of Education Financing- Federal Government, Provincial Governments and Local Governments

The formulation of annual budget at the federal level is a lengthy process. The process includes many stages and levels. The non-development or recurring budgets are prepared by the concerned organizations on the basis of the employees' strength of institutions. The development budget is prepared sector-wise and sub-sector wise. Education sector provides information on all development projects collated from its sub-sectors. The project-wise financial requirements are compiled for each of the projects and discussed by the Priorities Committee.

In the disbursement process, the funds are released through the Ministry of Finance at the federal level. The recommendations of the Priorities Committee are further discussed by the Annual Plan Coordination Committee (APCC). The APCC meeting is also attended by the provincial Finance Ministers and recommendations of committee are then finalized and approved by the National Economic Council (NEC) under the Chairmanship of the Prime Minister. Subsequently, the approved development and non-development budgets are passed by Parliament, and published by the Finance Division for information to and implementation by all concerned.

Distribution of budget is done in accordance with the decision of National Finance Commission Award (NFCA). Provinces receive funds from the federal divisible pool in accordance with a formula, largely based on the provincial shares of population. Along with their own resources, the provinces then, allocate the distributed funds across various sectors, in the districts depending on their respective priorities.

Federal funds are transferred to the provincial government/agency accounts of each receiving authority. As prescribed by the Controller General of Accounts, the province/agency transfer funds to the relevant accounts of each district, in accordance with their allocation. And then ultimately each District government transfer funds further to the municipal accounts as per implementation plans at the sub-district level.

Appropriate audit is done for all expenditures in accordance with the prescribed rules. Each District government/agency is responsible for an assessment report to be sent within four months of the completion of the fiscal year regarding the expenditures for each Programme and regarding mutually agreed outcomes. The Provincial Government in turn, consolidates reports received from the District Government/Agency and sends them to the Ministry of Education by the end of fifth month following the completion of fiscal years. All unauthorized or ineligible expenditure is the liability of the Province/Agency.

2.7.2 Fiscal devolution: Mechanism of Financing, Fund Flow from Centre to Provinces to District Governments

Under the Local Government Plan 2000, the government has undertaken fiscal devolution reforms to facilitate people centered decision making, and greater accountability and transparency. Now the districts rather than provinces have become operational tiers of governance under the Provincial Local Government Ordinance 2001., which has been followed by ESR Plan 2001-06

As pointed out earlier, under the District Coordination Officer (DCO), the Executive District Officer (EDO-Education) is a new position at district level with responsibility for the entire education sector as opposed to a particular branch within the sector, as was previously the case. The EDO-Education is required to take decisions on allocation of resources across the levels of education.

2.7.2.1 Provincial Allocations

Changes in fiscal transfers have been made to complement the working and responsibilities under devolution. Mirroring the federal provincial arrangements, transfer of funds to local government is accompanied by a system of unconditional fiscal transfers from the provinces determined by the Provincial Finance Commissions (PFCs). However, the claims of the local governments over the provinces are not the same as the provincial sharing right with the federal government, since local governments have no direct constitutional rights to share revenue.

2.7.2.2 District Government Funds

The share of district governments determined by the PFC award is transferred as a single line budget to the district governments. The district governments are fully empowered to allocate expenditures to various sectors in accordance with their own spending priorities that are evident from the annual budgets approved by the District Councils.

2.7.2.3 Districts Structure for Financial Decision-making

Usually the procedures followed in determining education priorities and planning processes is that the EDO-Education collects proposals and identifies schemes, which are submitted to the EDO-Planning and Finance. EDO-Finance formulates the budget by prioritizing schemes and sends these schemes to the District Development Committee (DDC) for consideration and approval. The District Coordination Officer presents the Annual Development Plan (ADP) and schemes to the District Council for approval.

The DDC is an effective mechanism as it is a body of community. Here, all utilized funds come under discussion. The district education department and schools are supposed to present the evidence of the expenditure. In principle, if a scheme does not come under the purview of DDC then the project is forwarded to the Provincial Development Working Party (PDWP) for consideration and approval. The PDWP can approve schemes costing up to Rs.200 millions. However, it is the core responsibility of the District Government to mobilize the resources for EFA programs with the cooperation of public and private sector.

2.8 Education Budget

2.8.1 National Education Budget 2000-06

Table 2.4: National Education Budget- 2000- 2006

(Rs. in Million)

Year	Education Budget	GDP	Percentage (GDP)	Indices (Base year 2000-01)
2001-02	78,924.971	4,401	1.79	104
2002-03	89.827.384	4,822	2.09	130
2003-04	124,274.476	5,640	2.20	164
2004-05	139,968.001	6,581	2.12	184
2005-06	170,708.773	7,713	2.21	225

Source: Financing of Education in the Public Sector, P&P Wing, MOE

2.8.2 Education Budget as percentage of GDP

Table 2.5: Education budget as percentage of GDP

Years	GDP (Rs. In Billion)	Spending on Education as % of GDP
2001-02	Rs. 4,401	1.79%
2002-03	Rs. 4,822	2.09%
2003-04	Rs. 5,640	2.2%
2004-05	Rs. 6,581	2.12%
2005-06	Rs. 7,713	2.21%

Source: Financing of Education in the Public Sector, P&P Wing, MOE

It is observed that spending on education as percentage of GDP has increasing trend starting from 1.79 in 2001-02 to 2.21% in 2005-06. However, the current policy recommends enhancing the GDP to 4% as required by the international obligations/standards.

2.8.3 Education Budget as Percentage of National Budget

Table 2.6: Education budget as percentage of National budget 2000-01 to 2005-06

Year	National Budget (Rs. In Billion)	Total Edu. Budget (Rs. In Million)	Provincial Education Budget	District Edu. Budget
2001-02	942.40	78,924.971	64,105.197	-
2002-03	1,022.50	89,827. 384	70,748.073	-
2003-04	1048.6	124,274.476	21,643.464	75,167.060
2004-05	1,162.100	139,968.001	24,803.980	81,118.003
2005-06	1,187.0	170,708.713	29011.343	96,181.423

The above table indicates continuous increasing trend in education spending. A substantial rise has been noticed in 2005-06 (170, 708. 713) as compared to Rs. 78,924.971 in 2001-02. As regard to district-wide budgetary allocations on education, it is pertinent to mention that MoE has recently started collecting the desired data.

2.8.4 Financing for Disadvantaged Groups' Budget (Public Sector)

Table 2.7: Allocation for disadvantage groups (Rs. In million)

Year	Current	Development	Total
2001-02	143.531	68.650	212.181
2002-03	157.242	56.250	213.492
2003-04	189.825	105.925	295.750
2004-05	208.426	215.352	423.778
2005-06	238.971	782.596	1021.567

Source: Financing of Education in the Public Sector P&P Wing, MOE

Various programmes are underway for disadvantaged groups which include girls, minorities and people living in remote regions. For instance, Federal Government has established a chain of Cadet Colleges in Balochistan Province alone under the President Education Sector Reforms Program to bring at par the students of Balochistan province with rest of the students. Under the same programme, scheme of scholarships has also introduced for students of less developed regions in which they will study in institutions of high repute locating elsewhere in the country and will be funded by the Federal Government. Girls are also offered various incentives which include stipends, provision of meal etc.

2.8.5 Break-Up of Education Spending

The overall increase at national level in education spending was 125 percent in 2005-06 over 2000-01. Similarly the increase in spending on education in the provinces was recorded as significantly higher.

According to NEC, the public sector expenditure on education came to Rs. 139.9 billion in 2004-05 and private sector spent Rs. 32.9 billion. The expenditure on education by the private sector is even higher, as 9,000 private institutions have not provided the information. The public sector expenditure on education as percentage of GDP was 2.21% in 2005-06 and 2.43 % in 2006-07. The public sector expenditure on education as percentage of public expenditure (budget) also rose to 11.98 %during 2005-06.

Table 2.8: Public and Private Sector Expenditure on Education

Year	GDP (mp) (Rs. Million)	Pub Exp. On Edu. (Rs. Million)	Pvt Exp. On Edu. (Rs. Million)	Total Exp. On Edu. (Rs. Million)	Pub EE as % of GDP	Total EE as % of GDP
2001-02	4,401,699	78,924.971	21,510.848	100,435.819	1.79	2.28
2002-03	4,822,842	89,827.384	26,311.898	116,139.282	1.86	2.41
2003-04	5,640,580	124,274.476	31,112.949	155,387.425	2.20	2.75
2004-05	6,581,103	139,968.001	35,914.000	175,882.001	2.13	2.67
2005-06	7,713,064	170,708.773	40,715.051	211,423.824	2.21	2.74
2006-07	8,706,917	211,778.919	45,516.102	257,295.021	2.43	2.96

Source: Reforms: Education Sector 2004-07, MoE

2.8.6 Budget allocation for implementation of EFA National Action Plan.

Overall Cost of National Plan of Action (NPA) encompassing all the three areas of EFA estimated are as follows:-

Table 2.9: Phase wise expenditure on EFA

(Rs. in Million)

Cost	Phase 1 (2001-02 to 2005-06)	Phase II (2006-07 to 2010-11)	Phase III (2010-12 to 2015-16)	Grand Total
Developing	56,902	30,052	39,152	126,106
Recurring	62,842	104,436	136,515	303,793
G. Total	119,744	134,488	175,667	429,899

Source: NPA for EFA, MoE, 2003

2.8.7 External (international) and internal (domestic) funding support for EFA program

About 0.2 percent of the GDP of the country is met through international donors. External funding support is available for various EFA programs. However, its volume is much lower than what had been committed by the developed countries at WEF-Dakar. Funding is inadequate to achieve EFA goals within a specific time period. At domestic level, districts are asked to generate funding for EFA activities through their own sources.

2.9 Assessment of EFA Coordination

The educational administration from federal to district level is involved in the implementation of NPA for EFA. Therefore, coordination strategies are planned as under:.

2.9.1 National EFA Forum

The Policy and Planning Wing, Ministry of Education is an elite public body, entrusted for the responsibility of policy formulation and educational planning in the country. In the same vein, the Projects

Wing takes care of different projects and EFA is one of them. The Curriculum Wing designs and develops curricula in consultation with provincial counterparts, educationist and subject specialists. The Training Wing is responsible for training activities. The Administration Wing takes care of administrative matters while Monitory and Evaluation Cell monitors and evaluates the programs and projects of the Ministry of Education.

The EFA activities are carried out under Projects Wing. The provincial authorities also carry out EFA activities. The EDO-Education and Literacy look after EFA affairs at district level. The Ministry of Education is overall responsible for EFA activities in the country.

EFA goals provided basis for planning objectives of the National Plan of Action (2001-2015). The major objectives of NPA are (I) to reach the disadvantaged population groups in rural and urban areas with emphasis on out of school and illiterate females, (II) to promote community participation and ownership of basic education programs at the grassroots, and (III) to improve relevance and quality of basic education through enhancing learning achievements of the children, youth and adults.

Separate plan for each EFA sector/area has been developed and integrated into a consolidated plan. Each plan focuses on three main aspects i.e. sustainability, development strategies and integrated framework linked to poverty alleviation.

Framework for National Plan of Action was prepared and presented to visiting Director General, UNESCO in April 2001 in Islamabad. Subsequently, the same framework was presented in the South Asia EFA Ministerial Review Meeting at Kathmandu, Nepal. At domestic level, all the four provinces and federating units, prepared the draft plans of action and presented them in the national workshop organized by the Academy of Educational Planning and Management (AEPAM), Islamabad. After detail discussions and deliberations, the NPA draft was unanimously approved by the provinces and federating units. National Conference on Education For All was held during 2001 with objectives to launch EFA movement, share EFA goals and strategies with the stakeholders and prepare framework for NPA. All concerned i.e. UN agencies, international development partners, NGOs, private sector, media, provincial education departments and federal ministries participated in the conference. Since then all the stakeholders are in the loop. However, after a wide range consultative process with all the relevant stakeholders, the earlier NPA draft was amended to further improve it during 2003.

Programme and modalities are continuously discussed and decided by the Ministry of Education in collaboration with UNICEF and UNESCO. Often provincial and federal level workshops and meetings are organized jointly to review the actions and progress of provincial and national plans.

EFA focal points in the provinces and federating units have been identified and Technical Groups have thus been formulated. Beside, provincial EFA forums have been constituted with the TORs to oversee plan preparation, implementation and monitoring and evaluation. Meetings of Federal Ministry experts, provincial EFA Forums and Technical Groups are held in the provinces to review the framework of provincial EFA plans.

On the basis of the strategies and indicative actions of the National EFA Plan, implementation /action plans are finalized at provincial and district levels in view of the Devolution Plan.

2.9.2 Presence of an EFA National Coordinator with mandate and authority.

The Ministry of Education coordinates the EFA activities under the Projects Wing and there is a National Coordinator for EFA.

2.9.3 Publication of an EFA National Action Plan.

The Ministry of Education has developed the National Action Plan on EFA and disseminated to all stakeholders.

2.9.4 Integration of EFA National Action Plan in National Education Development Strategy and national development planning framework and process.

All the activities under EFA have been phased out along with their strategies in the National Plan of Action for EFA. These activities have been integrated in the Education Sector Reforms within the framework of national development planning process.

2.9.5 Strategy for Monitoring and Evaluation of EFA Programme

Monitoring and evaluation has been assigned due diligence in EFA planning. An effective and functioning system of monitoring and evaluation is being institutionalized at all levels right from national to grassroots levels. The steps taken in this regard include:

- Establishment of EFA forums and units at national, provincial and district level.
- Strengthening of EFA Units through creating database on EFA at grassroots levels.
- Strengthening and expanding the scope and role of existing Education Management Information System (EMIS) and its coordination with other district information systems.
- Improving the mechanism and capacity of district education and literacy departments for effective supervision, monitoring and evaluation of EFA programs and projects.

2.9.6 Performance Indicators for Monitoring Progress

To monitor the progress of the NPA targets, continuous and accurate collection of statistical data and related information, and its timely analysis was essential. For this purpose, statistical data on EFA indicators was collected and consolidated by the AEPAM in collaboration with Provincial EMISs. It is worth mentioning that special efforts are made to collect data and calculate the statistics for various EFA indicators, disaggregated by gender, location (rural and urban), and age group during National Education Census.

2.9.7 Monitoring and Evaluation of the Plan

Following agencies are involved in monitoring and evolution of the EFA Plan and activities:

- District Education Department: responsible for monitoring and evaluating Primary Education and Early Childhood Education Programs.
- District Literacy Department/Cell: responsible for monitoring of adult literacy and continuing education Programs.
- District, Provincial and National EFA forums: to monitor and evaluate the EFA programs.
- Tehsil Councils and union Councils: to monitor the EFA programs through their education committee.
- School Management/Village Education Committees: strengthened and involved in monitoring and evaluation of EFA Programs.
- District Unit of Provincial Education Management information System (EMIS): responsible for continuous collection of data/information on core EFA indicators to evaluate the EFA Programs.

SECTION-III

SIX EFA GOALS - PERSPECTIVE

Education For All remains a cherished goal for humanity. The Universal Declaration of Human Rights (UDHR) identified and solicited the demand for education for all during the late 1940s. Later on, number of other international conventions and declaration reiterated the need for universal primary education. In this context, various international meetings, conferences and forums have been held during the 1990s to assess and review the achievements, targets, goals and policies related to Education for All. A brief overview of these activities is presented below:

3.1 Background

3.1.1 Statement of EFA Goals - Jomtien Conference 1990

The Jomtien Conference defined the basic learning needs of the child i.e. learning tools such as literacy, oral expression, numeracy, and problem solving, as well as, basic learning contents e.g. knowledge, skills, values and attitudes. The framework for action to meet basic learning needs identified six main areas for action:

a. Expansion of early childhood care and development activities;
b. Universal access to and completion of primary education;
c. Improvement in learning achievements;
d. Reduction in adult illiteracy;
e. Expansion of basic education and skills training for youth and adults;
f. Increased acquisition of knowledge by individuals and provision of facilities for acquisition of knowledge, skills development and values for better living.

In addition, the following four principles for promoting basic education were endorsed:-

i) Universalizing access and promoting equity
ii) Focusing on learning;
iii) Broadening and improving the learning environment;
iv) Strengthening partnerships;

The goals and targets agreed upon in the Jomtien Conference were:

- Universal access to 80 percent children of relevant age group by the year 2000;
- Reduction of the adult illiteracy rate to one half of its 1990 level by the year 2000, with sufficient emphasis on female literacy;
- Improvement in learning achievement so that an agreed percentage of an appropriate age cohort (e.g. 80% of 14 years-old) attains or surpasses a defined level of necessary learning achievements;
- Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children.

3.1.2 The World Education Forum in Dakar (2000)

After ten years of Jomtien Conference, member states and international development organizations convened a meeting in Dakar, Senegal and reaffirmed their commitments for providing Education For All with some renewed and time-bound strategies to meet targets of EFA. The World Education Forum (WEF), organized by UNESCO, UNDP, and UNFPA brought together some 1,500 participants from 182 countries, along with major funding agencies. It adopted the Dakar Framework for Action. mEducation Ministers and other government representatives, heads of United Nations agencies,

donor community and representative of NGOs, indeed all participants, committed themselves to achieve the goals and targets related to EFA by the year 2015.

According to Dakar Framework for Action, all representative countries committed themselves to the attainment of the following six goals:-

- Expanding and improving comprehensive early childhood care and education, especially, for the most vulnerable and disadvantaged children;
- Ensure that by 2015 all children have access to compulsory primary education of good quality, particularly girls in difficult circumstances and those belonging to ethnic minorities.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skill programs.
- Achieving 50 percent improvement in levels of adult literacy by 2015, especially, for women and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls equal and full access to and achievement in basic education of good quality.
- Improving all aspects of education quality and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially, in literacy, numeracy and essential life skills.

In response to EFA commitment, Pakistan prepared EFA National Plan of Action (NPA) in 2003.. The NPA has been developed through broad-based consultations with all concerned stakeholders. Education Sector Reforms (ESR) 2001-06 was introduced aiming at the development of education sector with a special focus on EFA goals.

Larger interventions and programs require adequate political will and financial means to succeed, hence efforts are made to get maximum political will and financial allocations to facilitate the implementation of EFA initiative. Resultantly, Government initially allocated Rs.1.57 billion with additional Rs.2.00 billion for ESR implementation over and above the regular budget. Despite meager resource base and mounting economic challenges, it was a clear indication of increased political will and government resolve towards ‘Education for All’.

3.2 EFA Goals and Specific National Targets

Population projections (1998-2025) by National Institute of Population Studies (NIPS) reveal that population of primary age group (5-9) was 17.9 million in 2000 which increased to 19.98 million in 2005. The future trend and projections show decline to 17.5 million by 2025. As per NPA targets, net participation ratio will increase from existing 66 percent to 100 percent by the end of Plan. Universal Primary Education (UPE) target for males could be achieved by the year 2010 and by 2015 in case of females. Almost 30,000 new primary schools will be established to accommodate the additional enrolment. Physical facilities of existing 100,000 primary schools will be upgraded along with introduction of double shifts as well as establishment of new primary schools in private sector through offering various incentives. During the phase II and III of the plan, more schools in public sector may not be needed. Up-gradation of primary schools to middle level would be a regular feature.

Population of age group 10+ is likely to increase from the existing 101 million to 146 million by the end of 2015 and literacy rate is expected to increase from existing 54 percent (2005-06) to 86 percent by the year 2015. Therefore, innovative approaches and programs need to be initiated to meet the targets.

Early Childhood Education is the third priority of NPA. The benchmark population of under 5 year age group is 8.1 million. As per projections, population of this group may continuously decline due to reduction in birth rate. By the end of the 2015, it may drop to 7.2 million. The plan has provision of Early

Childhood Education (ECE) for half of the said age group population raising participation rate from existing 32 percent to 50 percent by 2015 which has already been achieved.

Quality improvement and school effectiveness are the key elements of the NPA. The main quality inputs include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult), textbook development, teachers training and literacy curriculum. An improved system of learning assessment—National Education Assessment System (NEAS) has been introduced along with its counterparts in all the provinces / areas. Besides, pre-primary education (ECE), programs are being initiated in the schools as part of efforts to improve achievement of pupils at primary education level.

Sector-wise estimated cost as per NPA would be Rs.202 billion for primary education, Rs.180 billion for adult literacy and Rs.48 billion for ECE. The total cost has been worked out to be Rs.430 billion. Out of which Rs.178 billion is estimated to be provided through the country's own resources. International development partners, bilateral and multilateral agreements as per Dakar commitment will meet the gap of Rs.252 billion.

Table 3.1: Sector-wise Targeted Participation and Adult Literacy Rates for the Selected Years

Participation Rate	2000	2005	2010	2015
Primary Education	66 %	79 %	93.5 %	100 %
Early Childhood Education	25 %	32 %	40 %	50 %
Adult Literacy (Rate)	49 %	61 %	71 %	86 %

Table 3.2: Sector and Phase-Wise New Schools and Centers Planned for Public Sector

EFA Sectors	Phase I (2001-02 to 2005-06)	Phase II (2006-07 to 2010-11)	Phase III (2011-12 to 2015-16)
Primary Education			
New Primary Schools	10250	NIL	NIL
Masjid/Maktib Schools	2000	500	NIL
Up-gradation of Primary Schools to Middle Level	5000	6100	7500
Adult Literacy			
Literacy centers	440,000	460,000	525,000
NFBES	55,000	60,000	90,000
Vocational/Trade Schools	140,000	130,000	110,000
ECE	11,200	11,300	20,000

Table 3.3: Additional Number of Teachers, Instructors and Administrator/Supervisors Required During each Phase of the Plan

EFA Sectors	Phase I (2001-02 to 2005-06)	Phase II (2006-07 to 2010-11)	Phase III (2011-12 to 2015-16)
Primary Education			
rs	56100	NIL	NIL
Administrators/ Supervisors	21860	NIL	NIL
Adult Literacy			
Literacy Teachers	136,000	101,500	118,000
NFBES Teachers	40,000	NIL	NIL
ECE			
ECE Teachers	13,450	13,550	24,000

3.3 Strategies to Achieve EFA Goals

Government is affixing priority to EFA and pursuing a comprehensive reforms agenda to achieve EFA goals during the past five years. The country has ten years Perspective Development Plan (2001-11) which visualizes the long term macro-economic and sectoral growth strategies. Poverty Reduction and Human Development are also the priority areas of the Plan. Sector-wide development approach covering all the sectors of education has been adopted under the Perspective Plan. In order to address the EFA implications, linkage plan focusing on the development of other sectors of Education has also been prepared.

Following are the major strategies under ESR to promote EFA:

- Sector-wise reform, based on efficiency and equity;
- Poverty Reduction Program;
- Resource mobilization, including Debt Swap for Education;
- Decentralization under the Devolution Plan;
- Public Private Partnership and community participation;
- EFA Action Plan and Ordinance for Compulsory Primary Education;
- Outcome based planning, budgeting and audit;
- Improvement of literacy rate and Universalisation of Primary Education;
- Improvement in quality of education through better teachers, reforms in curriculum and efficient examination system; and
- Introducing a new stream of area and gender specific Technical and Vocational Education at Secondary School level.

Pakistan was a pioneer catalyst in the formation of South Asia EFA Forum. It enjoys membership of UNESCO High Level Group on EFA, E-9 Countries and EFA—Fast Track Initiative (FTI) analytical stage (Potential FTI country). However, it is facing various challenges and hindrances in getting assistance under FTI initiative though it has fulfilled almost all the pre-requisite to become a full-fleged FTI country.

Keeping in view the limited resources which are also required for the development of infrastructure and other social sectors, Pakistan is required significant technical as well as financial assistance from international development partners. However, the present quantum of donors assistance is neither sufficient nor in accordance with their commitment made at Dakar to meet the resource gap as identified in National Plan of Action for EFA 2001-2015. So far seventeen donors have committed US $1,819 million for education sector during 1997-2007. Key issues in donors' coordination include:

- Concentration of donors in some geographical units while setting aside others and their emphasis on particular education area of their own choice.
- Lack of coordination between donors themselves as well as government and donors.
- Inadequate institutional capacity building by donors to ensure sustainability;

Despite commitments to support EFA initiative made by the developed world at WEF-Dakar, Pakistan is disappointed at their response so far. Particularly, the FTI process has been slow for Pakistan though Poverty Reduction Strategy Paper has been finalized and implemented since last three years and FTI indicator framework has been developed. However, the donors have shown little interest to intensify analytical as well as financial support to Pakistan. On its part, Government has taken several initiatives to overcome financial problems in education sector development such as:

- Fiscal space has been created, focusing on revenue generation; special allocations under Education Sector Reforms have been made over and above the routine funding;
- Cooperation with unilateral, bilateral and multilateral donor countries/organizations
- Funds generation by debt swap for education sector

3.4 Budget and Financing Plan

The relevant ministries such as Education, Finance and Planning have been working closely for integrated planning and resource mobilization.. As a result these efforts, national education budget has been increased from Rs.75.887 billion in 2000-01 to Rs.170.708 billion in 2005-06 with an increase of 125 percent over 2000-01. It is estimated that half of the funds have been spent on elementary education, directly or indirectly. The national education budget has been increased from 1.82% of GDP in 2000-01 to 2.21% in 2005-06.

Table 3.4: Overall Financial Resources of National Plan of Action

Cost	Phase I 2001-02 to 2005-06	Phase II 2006-07 to 2010-011	Phase III 2011-12 to 2015-16	Grand Total
Developing	56,902 **(47.5)**	30,052 **(22.3)**	39,152 **(22.3)**	126,106 **(29.3)**
Recurring	62,842 **(52.5)**	104,436 **(77.7)**	136,515 **(77.3)**	303,793 **(70.7)**
Grand total	119,744 **(100)**	134,488 **(100)**	175,667 **(100)**	429,899 **(100)**

Source: National Plan of Action on EFA, 2001-2015, Pakistan

Government conducted a national study in collaboration with UNESCO, for estimation of financial resources available and required by Pakistan to achieve EFA goals by 2015. According to the study, an additional funding of Rs.1212 billion would be required during the period 2003-2015 to achieve EFA goals., adopting standard rates approach for construction, furniture and other facilities. The study also indicated a financial gap of at least Rs.426 billion.

3.4.1 Financial Resources – Public Sector

The National Plan of Action on EFA 2001-2015 aims to achieve EFA goals by the year 2015 at a total cost of Rs.430 billion, adopting modest approach, as summarized below:-

Table 3.5: Phase-wise cost of EFA (Rs. in Million)

EFA Sectors	Phase-I 2001-02 to 2005-06	Phase-II 2006-07 to 2010-11	Phase-III 2011-12 to 2015-16	Total 2001-2015
Primary Education	(49.7) 59,510	(46.8) 62,892	(45.4) 79,776	(47.0) 202,178
Adult Literacy	(44.6) 53,439	(43.1) 58,021	(39.0) 68,516	(41.9) 179,976
Early Childhood Education	(5.7) 6,795	(10.1) 13,575	(15.6) 27,375	(11.1) 47,745
Total:	**(100) 119,744**	**(100) 134,488**	**(100) 175,667**	**(100) 429,899**

Source: National Plan of Action on EFA, 2001-2015, Pakistan

The recurring side was slightly higher, i.e., about 53 percent in phase-I, which increased to 78 percent each in the phase-II and III. About 48 percent financial resources were envisaged in the NPA for development side during phase-I, followed by 22 percent in phase-II and III respectively.

Table 3.6: Average Cost Per Annum by Phase

Cost	Phase I 2001-02 to 2005-06	Phase II 2006-07 to 2010-11	Phase III 2011-12 to 2015-16
Developing	11,380	6,010	7,830
Recurring	12,568	20,887	27,303
Total	23,949	26,898	35,132

Source: National Plan of Action on EFA, 2001-2015, Pakistan

3.5 Implementation of Policies and Programs for Achievement of EFA Goals

ECE, UPE, literacy, gender parity and education quality have been consigned as top priority areas in EFA agenda.

3.5.1 Universal Primary Education

In Pakistan, provision of elementary education is a fundamental responsibility of the state. In this context, the public sector invests in education in both urban as well as in rural areas, and in formal as well as non-formal institutions. Besides, private sector, some NGOs and non-profit organizations offer primary schooling, both under the formal as well as non-formal systems.

To collect, update and analyze the education data, National Education Census has been conducted throughout the country during 2005-06. It covered all types and categories of educational institutions including private sector schools. According to the National Education Census, the country had a total of 136,472 primary education institutions of which about 6% are in private sector.

Following are the major policies and programs which have been undertaken to promote primary education and achieve targets of UPE in Pakistan since WEF-Dakar:

- Education for All Plans at National, Provincial and District level have been prepared and launched;
- Executive District Officer (EDO) Education & literacy have been given training in EFA Planning, implementation, monitoring and evaluation;
- EFA forum and EFA units have been established at National, Provincial and District levels to improve coordination and expedite implementation.
- Primary education curricula have been revised to make it more relevant, meaningful and gender friendly.
- Under the Project “Girls Primary Education” 1,700 community model schools have been established throughout the country with improved facilities and quality education, which would result in retention of the students and lead to the achievement of UPE.
- Under ‘Tawana’ Pakistan, food packages are being provided in selected districts of the country.
- For the promotion of girl education a project is being implemented in collaboration with UNFPA. Under this project existing girl primary schools are being renovated and incentives are given to the girls of deprived families enabling them to continue their education.
- In an effort to bring the ‘out of school children’ in mainstream, feeder schools have been opened in the country, with the assistance of National Commission for Human Development (NCHD);
- Provision of free Text Books to all students of primary schools;
- Around seventy thousand non-formal basic education schools have been opened for out of the school children by NCHD.
- Compulsory primary education Act has been enacted in three out of four provinces. However, the enforcement of the said acts is still pending.
- Under President Education Sector Reforms (PESR) Program, primary schools are rehabilitated by providing missing facilities such as electricity, drinking water, toilets, boundary wall etc;
- Pay package of primary school teachers especially for those having higher qualifications has been enhanced and improved to attract better teachers for the quality of education.
- Number of primary education development projects has been launched in collaboration with International Development Partners.
- Regulatory Authorities have been established for private sector institutions. ICT Regulatory Authority has started functioning.

3.5.2 Adult Literacy Plan under EFA National Plan of Action 2001-15

According to National Plan of Action, following inputs have been proposed to enhance the literacy rate and eradicate the illiteracy under adult literacy plan prepared in the year 2001.

Public Sector Program

Opening of literacy centers is proposed to eradicate illiteracy under Education Sector Reforms. The plan includes establishing 270,000 total number of literacy centers throughout the country to achieve the target of 60% literacy rate by the year 2006. Each centre completes 2 cycles of 6 months duration in a year, with an objective to impart general literacy (basic skills of literacy) to the adult population of the catchments area. After completing one or two cycles depending on the need around 2 out of 3 centers would be either closed or shifted to other places where there is need. Whereas, one out of three centers would be converted/upgraded to functional literacy/trades/skill development centers. The target of ESR in Elementary Education and literacy has been integrated and incorporated in the EFA National Plan of Action (NPA). On the average, 100,000 literacy centers are to be opened every year in the public sector till the completion of the plan, so as to literate the backlog of illiterate population. The implementation on this program is slow and limited numbers of literacy centers are opened. However, opening of literacy centers project has proved more effective and successful in case of females.

Private Sector Programs

Private sector specially NGOs have been actively involved in the promotion of literacy and adult education since Dakar. Various programs have been launched by the sector to remove illiteracy which are producing positive results.

3.5.3 Promotion of Early Childhood Education

Early Childhood Education had been well organized and formalized till late 1970s. Katchi or pre-primary classes were used to be organized in the formal primary schools. However, officially this practice was almost discontinued during 1980s. Realizing the role and significance of early childhood education, especially for improving the learning achievement/competencies, provision has been made in the current National Education Policy (1998-2010) to reintroduce Katchi/pre-primary class as a formal class in primary schools, extending the primary education for six years.

In private sector schools, pre-primary education is well organized, being an essential part of primary education. Almost all such schools, arrange pre-primary education in the form of Nursery, Pre-nursery or Kindergarten KG-I (KG-II classes).

Day Care Centers and Nurseries have also been opened by the Social Welfare Department, for children of working mothers. In these centers, physical, psychological, nutritional and learning needs of infants and children are fulfilled besides providing proper care in the absence of their mothers. However, they are limited in their outreach and confined to the metropolitan cities only.

The role of communities is crucial for pre-primary education. Public sector is attempting to persuade, organize and facilitate the communities to open and run ECE centers. UNICEF and other donor agencies and Federal and Provincial Education Foundations can be very helpful in this regard. In this context, Teachers Resource Center (TRC) has developed National ECE Curriculum and providing support to all partners in various areas especially in teacher training and classroom material development.

Provincial and District Level: New Initiatives

According to Pakistan Millennium Development Goals Report 2006, Provinces are playing major role in reducing illiteracy by developing and formulating different strategies and programs. Some of these programs are financed and implemented in collaboration with the Federal Government while others are undertaken with the cooperation of development partners. Moreover, in the area of primary education and literacy, NGO sector is actively involved. Following are the major initiatives taken by the provinces:

Punjab

Punjab Government plans to reach out to 38 million illiterates, both male and female in rural and urban areas, through the following programs.

- During 2001-06, about 22,656 adult literacy centers have been established with a cost of Rs. 515.098 million. Skill based training and literacy have been imparted to 0.63 million adults.
- To achieve 100 percent literacy a Project titled Model Districts for Literacy Campaign has been launched with a cost of Rs. 981.374 million in four districts with a target of providing basic education facilities to about 1.5 million people.
- Another Project titled Literate Punjab Program has been launched for three years in the year 2005-06 envisaging establishment of 40,000 Adult Literacy Centers and 3,100 Non-Formal Basic Education (Primary) schools with total expenditure of Rs. 993.05 million.
- To enhance female literacy rate a Crash Literacy Program for Rural Women in Southern Punjab has been launched. Under this Programme1000 adult literacy centers for women are being established.
- About 172,000 Adult Literacy Centers are being established in the next three years with a target of educating 10.35 million illiterates to amplify literacy rate of Punjab to 70.6 percent.
- For quality assurance and training activities in literacy and Non-Formal sector, Literacy & Non-Formal Resource Centers at provincial and District levels are being established with an expenditure of Rs.340.68 million

Sindh

The Directorate of Literacy & Non-formal Education, Education and Literacy Department, Government of Sindh is operating the Adult Literacy Program under Education Sector Reforms. Since 2001-02, the funds for Adult Literacy have been provided by the Federal Government. About 30,398 illiterate have graduated from a total of 970 Adult Literacy Centers within four years (2001-02 to 2004-05).

NWFP

Education Foundation started a project 'Literacy for All' in NWFP to increase literacy rate in the province. The budget of the project is Rs.996.78 million. The project is operational in all twenty four districts of NWFP. About 15,567 Literacy Centers have been established and 82,243 illiterates have been made literate. The targeted population for this Program is the age group of 10 to 39 years old males and females and the Program employs 1800 teachers. Another important achievement of this project is the establishment of 1100 learning Centers in five earthquake affected districts.

Balochistan

In collaboration with NGOs, Balochistan Government is playing an important role in the enhancement of adult literacy in the province. Two major programs have been launched which are 'Integrated Literacy Model' (ILM) and 'Requested For Assistance' (RFA). Eighty-six literacy centers have been opened under the former Program and 2150 illiterates have been made literate. Under the second Program, 835 literacy centers have been opened and 24,923 illiterates have benefited. An estimated 1108 Adult Literacy Centers will be established in Balochistan during 2006-07, where approximately 30,000 illiterates will be made literate under both these programs.

3.5.4 Gender Parity

Women in Pakistan are experiencing problems such as poverty, illiteracy, malnutrition, discrimination and deprivation of role in decision-making process etc. Without developing gender friendly environment and resolving these issues, women in our country cannot become fully productive members of the society. To make optimal use of female sector potential, necessary initiatives have been taken to narrow down gender disparity in all walks of the life.

Perspective Plan 2001-11 envisages the achievement of 69% female literacy by the end of plan. Emphasis will be laid on economic, social and political empowerment of women. Gender gap particularly

in social indicators will be removed and better quality of life for women will be ensured. In effort to stimulate sustainable development, gender equality and women empowerment will be promoted to play major role in alleviate poverty, hunger, and disease.

In education sector, great emphasis is laid on female secondary school education. Scholarships and subsidies for girls' education are provided to low-income households to encourage continuation of girls education beyond the primary level, particular emphasis is on provision of incentives mentioned above to girls residing in remote geographic regions with high poverty concentration. Scholarships are also given to the girls to enhance their professional educational qualification to become teachers in their respective areas. Government has also launched a school nutritional programme (Tawana Pakistan) for girls.

The content of education has been made more relevant to the practical needs of rural girls through inclusion of subjects such as agriculture, health and hygiene etc. in the curriculum. Role of women in other developmental areas are being introduced to minimize stereotypes attitudes in textbooks. Revamping of science education is a major focus addressing rural areas and encouraging female student to follow science stream through scholarships.

3.5.5 Quality Assurance

Education reforms have put special emphasis on provision of quality education. The Reforms encompass revision of curricula for classes-I–XII, harmonization of teacher training programs, introduction of multiple textbook scheme, professional development of planners, managers, teacher educators, teachers at all levels, setting up of professional cadre for planning and management of education, strengthening of teacher training institutions, examination reforms and setting up of examination boards in private sector to encourages public private partnership, establishment of national education assessment system, system of academic audit, increase in financial support etc.

As per Reforms, curricula of all school subjects has been revised and new textbooks have been produced which are being provided to students free. Extensive teachers training programs have been organized through out the country and 175,000 master teachers trainers and teachers have been trained. Diploma in Education has been launched to upgrade teacher qualification to 12+1 years replacing PTC / CT courses. National Education Assessment System has been established with provincial networks in all provinces. Examination reforms as planned have been introduced through out the country.

SECTION IV

ANALYSIS OF SIX EFA GOAL

Goal 1: Expanding and improving comprehensive Early Childhood Education (ECE) especially for the most Vulnerable Disadvantaged Children

Pakistan is one of the signatories of Dakar Framework of Action to expand and improve comprehensive ECE programme for children aged 3-5 years facilitating most vulnerable and disadvantaged. It has achieved a remarkable enrolment ratio at ECE level during 2001-02 to 2005-06. According to National Plan of Action of EFA, each district is responsible to prepare EFA Plans within the framework and guidelines of NPA under the devolved education delivery mechanism. The district plans will be implemented through district education and literacy departments. Under the EFA NPA, Federal and Provincial governments will ensure the availability of resources for effective and efficient implementation of ECE programme. In the implementation of ECE programme, local communities and NGOs are also being involved.

Major Indicators

Indicator 1.1	Gross Enrolment Ratio (GER) in Early Childhood Care and Education (ECE) programs
Indicator 1.2	Percentage of New Entrants to Primary Grade I who have Attended Some Form of Organized ECE Program
Indicator 1.3	Private Sector Enrolment as Percentage of Total Enrolment in ECE programs
Indicator 1.4	Percentages of Trained Teachers in ECE Program

ECE: SET TARGETS

The EFA National Plan of Action as per Dakar Declaration sets the following targets for expansion and improvement of Early Childhood Education**:**

NPA Targets: 2015

Total	:	50 percent
Male	:	50 percent
Female	:	50 percent

Mid term targets: **2005-06**

Total	:	32 percent
Male	:	36 percent
Female	:	28 percent

Among the various child-specific variables that influence success at school, significant variables relate to the social and physical readiness of the child to negotiate with the demands of the primary education. ECE contributes towards the habit formation and utilization of active learning capacity of a child. It is crucial to pay attention to these preceding years of a child's life just before the entry into school. A great deal of new evidence has emerged from the field of neuroscience that first five years of a child are very significant in habit formation. This provides the base for development of competence and coping skills, which affects learning, behavior and health throughout the life.

For Pakistan, it is imperative to stimulate and prepare the children of age group 3–4 (under 5) who are acknowledged globally as a significant input in the context of Early Childhood Education. ECE is more than a preparatory stage assisting the child's transition to formal schooling. Today early childhood policies are placed within a broader context of social development, gender equity and poverty reduction. Integrated ECE System encompasses both the holistic development and well being of the child. Dakar Framework of Action also aims to expand and improve comprehensive Early Childhood Education for all children.

Pakistan as one of the participating countries agreed to launch Early Childhood Care Education program, with particular emphasis on girl's education. The ECE Programme focuses on holistic pre-primary education for children over age of 3, and its linkages with primary education.

In 2000-01, estimated total population was 139 million and the cohort size of age 3-5 years relevant to ECE Programme was 8.1 million (6 percent). In 2005-06, this cohort decreased to 7.8 million (Male = 4.1 million and Female= 3.7 million), of the total population (154 million) and thus shrunk to 5 percent of the total population.

- The National Plan of Action reflects the importance and strategies for achieving the ECE goals. Under the Education Sector Reforms program, ECE has been included as a component and funding has been provided to provinces for ECE programmes. A separate curriculum for ECE has been designed. Provision has been made in the current National Education Policy (1998-2010) to regularize Katchi / pre-primary class as a formal class in primary schools.

Table 4.1: Progress in ECE since Dakar Conference (2001-02 to 2005-06)

Gender	Gross Enrolment (2001-02)	Gross Enrolment (2003-04)	Percentage increase over (2001-02)	Gross Enrolment (2005-06)	Percentage increase over (2001-02)
Total	2,969,025	3,573,921	20	7,135,446	140
Male	1,673,089	2,000,538	19	3,949,480	136
Female	1,295,936	1,573,391	21	3,185,966	146

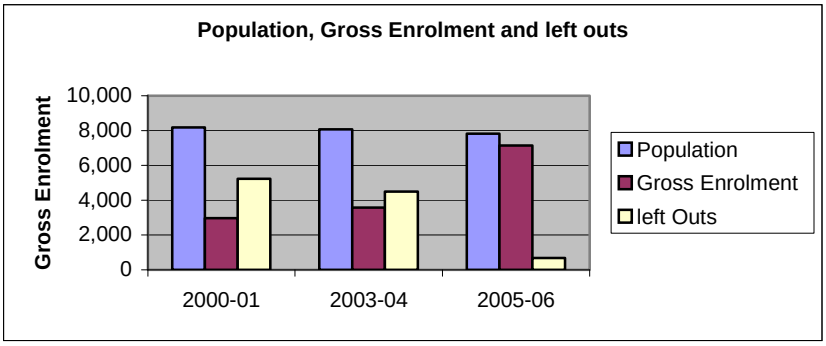
The gross enrolment of ECE increased to 20 percent in 2003-04 but amplified to140% in 2005-06 over the year 2001-02. A tremendous increase is reflected in the enrolment of females at ECE level as their gross enrolment swelled from 21% in 2003-04 to 146% in 2005-06.

Table 4.2: ECE: Total Population and Gross Enrolment

Year	Population (3-5)	Gross Enrolment	Left outs
2001-02	8,190,386	2,969,025 *	5,221,361
2003-04	8,078,639	3,573,928 *	4,499,711
2005-06	7,809,445	7,135,446	673,999

*

Does not include private sector

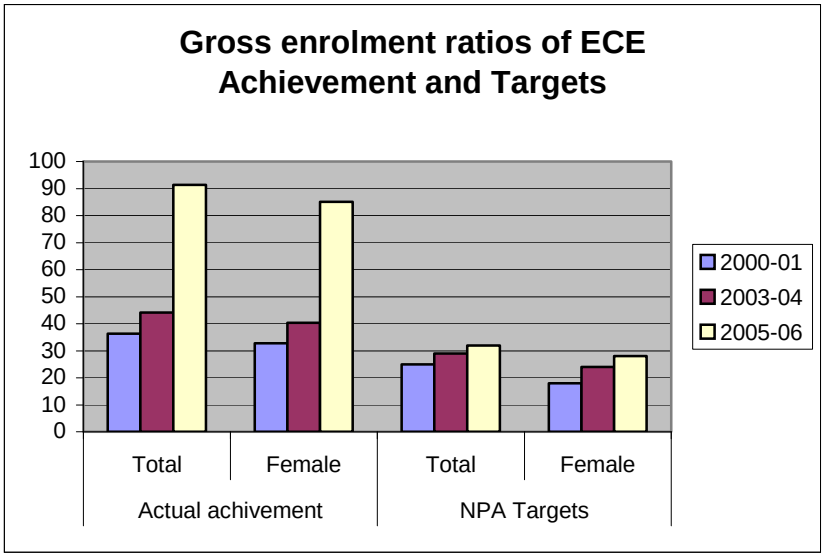


Consequently, there has been a decreasing trend among the left out children of the age group 3-5 years. In 2001-02 there were 5.2 million children who could not be enrolled in ECE primary education whereas in 2003-04 the number reduced to 4.5 million which has now further reduced to only 0.7 million. This clearly indicates a significant achievement as per EFA goals.

Indicator 1.1 Gross Enrolment ratios of ECE Achievements and Targets

Table 4.3 Comparison of set targets and Achievements (2001-02 to 2005-06)

NPA Targets (In percentage)			Actual achievement (In percentage)	
Year	Total	Female	Total	Female
2001-02	26	20	36	33
2003-04	29	24	44	40
2005-06	32	28	91	85



Analysis of data reveals that Pakistan has made a significant achievement in enhancing the enrolment of ECE children and honoring its commitment to EFA. The target set by the National Plan of Action for the year 2001-02 was 26 percent whereas the actual achievement was about 36 percent. The target of GER in 2003-04 was 29 percent whereas achievement had been 44 percent. In case of girls, same pattern was observed in ECE program. According to NPA, target of GER was 32 percent and for female it was 28 percent for the year 2005-06, and the overall achievement recorded is about 91 percent and for female about 85 percent, which again specifies high significant increase mainly due to inclusion of private sector enrolment, besides the reintroduction of formal 'Katchi' class as envisaged in the National Education Policy (1998-2010). Under the new definition, all children who are somehow attended the primary school whither un-admitted, overage or informal are considered as ECE participant in public sector. Resultantly, GER at ECE increased from 36% in 2001-02 to 91% in 2005-06.

Table 4.4: ECE: Comparisons between Urban and Rural GER (In percentage)

Year/Location	Total	Urban	Rural
2001-02			
Total	36	17	45
Female	33	18	40
200-3-04			
Total	44	19	57
Female	40	20	50
2005-06			
Total	91	88	93
Female	85	86	85

The overall gross participation of children in ECE in 2001-02 was 17 percent in urban areas and 45 percent in rural areas. The female participation was 18 percent in urban areas and 40 percent in rural areas. In 2005-06, the gross participation of children in ECE improved to 88 percent in urban areas against 93 percent in rural areas and the female participation became higher (86 percent) in urban areas as compared to rural (85 percent).

Indicator 1.2: Percentage of New Entrants in Grade I (Primary level) with ECE.

Table 4.5: New Entrants in grade I having ECE

Pakistan	Percentage of New Entrant in ECE program		
	Male	Female	Total
2001-02	58	72	64
2003-04	54	66	59
2005-06	72	78	74

Source: Pakistan Education Statistics 2001-02 to 2005-06, AEPAM, Ministry of Education

Analysis of data shows that about 64 percent children of age 3-5 years were exposed to ECE studying in grade I of primary education in year 2001-02. During 2005-06 the percentage of this group increased by 10 percent.

Data reflects that in urban area 56 percent children in 2001-02 were exposed to ECE Programme studying in Grade I of primary education and percentage improved to 63 in 2005-06. Whereas in rural areas percentage improved 12 percentage points from 65 to 77.

Table 4.6: Urban and Rural Comparisons of New Entrants with ECE in Grade I (In percentage)

Year/Location	Total	Urban	Rural
2001-02			
Total	64	56	65
Female	72	73	72
200-3-04			
Total	59	53	60
Female	65	66	65
2005-06			
Total	74	63	77
Female	78	72	79

In 2001-02, percentage of new entrants with ECE was 56 percent in urban areas and 65 percent in rural areas. Female participation was remained at 72% both areas. In 2005-06, percentage of new entrants with ECE was 63 percent in urban areas and relatively higher in rural i.e.77 percent. Noticeably, the trend indicates that participation of new female entrants with ECE was remarkably higher in rural areas (79 percent) as compared to urban areas (72 percent).

Indicator 1.3: ECE Share of Private Sector Enrolment

Out of total ECE enrolment (7.1 million in 2005-06), 2.7 million were studying in private sector schools of which 1.5 millions were male and 1.2 million were female.

The overall contribution of private sector is about 33 percent in education system whereas at ECE level, its share is about 39 percent by 2005-06. Further, the proportion of these children under ECE Program was remarkably higher in urban areas i.e. 73 percent as compared to 22 percent in rural areas. The female participation was also improved in urban 71 percent than in rural 22 percent. It appears that urban parents have higher tendency to enroll children in private schools under ECE Program as compared to rural parents.

Indicator 1.4: ECE Percentage of Trained Teachers

In public sector, the data for ECE trained teachers was not available. In fact, no specific teacher is inducted for ECE program. However, in the private sector 47 percent teachers were trained of which 36 percent were males and 49 percent were female.

Table 4.7: ECE: Urban and Rural Comparisons among Trained Teachers (In Percentage)

Year/Location	Total	Urban	Rural
2005-06			
Total	47	10	21.6
Female	49	8	30.1

In 2005-06, trained teachers in ECE Programme was 47 percent of which 10% were working in urban and 21.6% in rural areas and even among them the proportion of female teachers is higher.

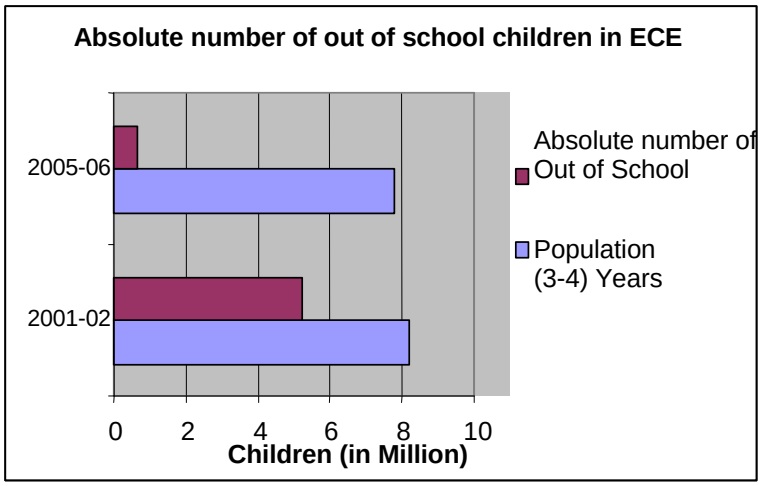
Early Childhood Education (ECE) - Out of School Children

Table 4.8: Proportion of Left Outs at ECE Level

Year	Population (3-4) Years	Enrolment ECE	Absolute number of Out of School Children	Percentage of out of school Children
2001-02	8,190,386	2,969,025	5,221,361	64
2005-06	7,809,445	7,135,446	673,999	9

The table shows highly significant (55 %) improvement in bringing children of age 3-4 years of ECE Program into the system in 2005-06

In 2001-02, number of out of school children having age 3-4 year was 5,221,361 (64 percent) which has improved to 673,999 children (9 percent) in 2005-06.



Major Issues and Challenges of ECE

- Introduction of ECE in all primary and middle schools
- Formulation of learning standards for ECE
- Provision of trained teachers and classrooms in public sector.
- Support of research on ECE issues
- Collection of age wise data of ECE children
- Encouragement of private sector and NGOs to participate in ECE.

Goal 2: *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality*

Indicators:

➢ Indicator 2.1	Gross Intake Rate (GIR) in Primary Education
➢ Indicator 2.2	Net Intake Rate (NIR) in Primary Education
➢ Indicator 2.3	Gross Enrolment Ratio (GER) in primary Education
➢ Indicator 2.4	Gross Enrolment Ratio (GER) in Secondary Education
➢ Indicator 2.5	Net Enrolment Ratio (NER) in Primary Education
➢ Indicator 2.6	Net Enrolment Ratio (NER) in Secondary Education
➢ Indicators 2.7	Repetition Rate by Grade in primary Education
➢ Indicator 2.12	Survival Rates to Grade V
➢ Indicator 2.13	Pupils Teachers Ratio at Primary Education
➢	Indicator 2.14Public Expenditure on Primary Education as percent of total public expenditure on Education

NPA Target of Net Enrolment Ratio: 2015

Total	: 100 Percent
Male	: 100 Percent
Female	: 100 Percent

Mid Term Targets 2005-06

Total	: 79 Percent
Male	: 90 Percent
Female	: 68 Percent

Access to quality education for all constitutes one of the prerequisites for development of societies and one's own effective participation in life. The persistence of illiteracy represents major obstacle to such participation in many societies. The objective is the introduction of universal primary education, which mean its availability to all children, both boys and girls of official age (5-9) years. Universal primary education within this context would be an essential step to eradicate illiteracy. It means that the problem has to be tackled at its foundation so that each child must go to school and complete the primary stage of education**.**

The global experiences indicate that for achievement of UPE, following societal and education pre-conditions are of vital importance:

Political commitment should ensure the availability of financial and human resources if UPE is to be achieved. The commitment should also cover equal opportunity for girls as compared to boys, disadvantaged groups to match up with the majority population, and adequate attention to physically and mentally handicapped.

Provision of schools whether Formal or Non-Formal to all school going children is a fundamental component to achieve UPE. Specific criteria have to be followed to open new schools by identifying catchments areas and the walking distance between the school and the homes of the school attending children. The institutions should also have necessary and sufficient facilities to enter and retain the children.

To attain UPE, provision of trained and best quality teachers is also one of the central pre-conditions. There should be provision of sustained in-service training courses to update and expand the knowledge of the teachers. Rewards may be given to those teachers who demonstrate outstanding performance in promoting UPE. The main purpose should be acknowledgement and recognition of services they render to achieve UPE.

Finally, the retention of enrolled children in primary education is essential to achieve UPE. Care has to be taken that each child makes regular progress from grade one to next. This will ultimately reduce the wastage and dropout and improve the internal efficiency of education system.

Qualitative aspect implies continuous revision of curriculum so as to make it more relevant to the individuals' needs as well as aspirations of the nation. Qualitative aspect further means planning and management of inputs such as teaching methods, teaching aids, evaluation techniques, pre-service and in-service teacher trainings, innovative approaches and research etc.

National Plan of Action for EFA proposed following Strategies for the Development of Universal Primary Education.

- Provision of primary education facilities to all children in the relevant age group. So that no child is deprived of basic education.
- Disparities reduction in availability of school facilities for boys and girls both in rural and urban areas.
- Provision of buildings to shelter-less schools and more rooms to over crowded schools.
- A detailed school mapping to identify the un-reached localities so that schools are made available within the access of every child.
- Opening of Mosque schools in smaller settlements.
- Relaxation in terms and conditions for recruitment of female teachers.
- Launch of a strong motivational campaign to convene and convince parents in order to send their children to schools.
- Improvement and integration of text books.

In connection to these strategies following steps have been taken to promote primary education since Dakar EFA Conference (2001):

- Education for All Plan at National, Provincial and District levels have been prepared and launched;
- Executive District Officer (EDO) Education and literacy have been given training in EFA planning, implementation and monitoring / evaluation.
- EFA forum and EFA units have been established at National, Provincial and district level to improve coordination and expedite implementation.
- Primary education curricula have been revised to make it more relevant and meaningful.
- Budget for Education has been enhanced significantly in absolute terms
- Under Tawana Pakistan, food package is being provided in selected districts of the country. This would result in reducing the dropout rate;
- With the assistance of National Commission for Human Development (NCHD), feeder schools (Grade I-III) have been opened in the selected districts of the country;
- Free Text Books are being provided to all students of the primary schools;
- NCHD has opened non-formal schools in the hard to reach areas and also provided teachers to reopen the closed primary schools
- Under PESR Programme primary schools are being rehabilitated by providing missing facilities;

In result of government interventions, GER and GPI at primary and secondary levels have been improved during 2001-02 to 2005-06. This ultimately resulted narrowing-down the gender disparities at both level of education and improved participation rates.

The estimated population of primary age group (5-9 years) was 20.43 million in 2001-02 of which, 10.53 million were males and 9.89 million were female. This cohort of 5-9 years constituted 14.1 percent of the total population-139.1 million, in 2001-02. In 2005-06, the population of 5-9 years age group decreased to 19.3 million which constitutes 13 percent of total population153.4 million.

During the post Dakar period, GIR increased from 96% to 116% and NIR increased from 77% to 93% in 2005-06. GIR reflects that the education system has managed to attract a substantial proportion of children in grade 1 of primary education.

Table 4.9: Progress in Primary Education: Gross enrolment in grade I

Gender	Gross enrolment In Grade I 2001-02	Gross enrolment in Grade I 2003-04	Percentage increase over 2001-02	Gross enrolment in Grade I in 2005-06	Percentage increase over 2001-02
Total	3,972,735	4,274,972	8	4,590,431	16
Male	2,346,980	2,480,437	6	2,493,257	6
Female	1,625,755	1,794,534	10	2,097,174	29

Intake in primary education is experiencing gradual increase at grade 1 since 2001-02. The overall increase in gross enrolment of primary education in grade I was 8 percent in 2003-04 over 2001-02. The female intake rate was higher (10 percent) as compared to their male counterpart (6 percent).

Assessing gross intake at grade 1 during 2005-06, the overall increase has been recorded as 16 percent out of which there was a significant increase in female intake (29 percent) as compared to males (6 percent).

Table 4.10: Net Intake in grade I at Primary level

Gender	Net enrolment In Grade I 2001-02	Net enrolment in Grade I 2003-04	Parentage increase over 2001-02	Net enrolment in Grade I in 2005-06	Percentage increase over 2001-02
Total	3,264,883	3,513,039	8	3,666,912	12
Male	1,933,660	2,043,615	6	1,997,225	3
Female	1,331,222	1,469,424	10	1,669,688	25

An increase was recorded in 2005-06 among female children at grade I. There was a high jump of 25 percent in female net enrolment in 2005-06 as compared to male net enrolment (3 percent). Intake of students particularly females is continuously increasing year after year and if this pace persists it will help Pakistan to achieve its EFA targets.

Table 4.11: Gross Enrolment (Grade I-V) in Primary Education

Gender	Gross enrolment in grade I-V 2001-02	Gross enrolment in grade I-V 2003-04	Percentage increasing over 2001-02	Gross enrolment in grade I-V 2005-06	Percentage increase over 2001-02
Total	14,560,342	16,207,287	11	16,834,417	16
Male	8,689,064	9,601,463	11	9,546,629	10
Female	5,871,278	6,605,824	13	7,287,788	24

The overall percentage of gross enrolment (grade I-V) in primary education was 11 percent in 2003-04 which increased to 16% in 2005-2006. The percentage of female improved from 13 percent to 24 percent. However, gross enrolment of males slightly declined. This increase in female enrolment clearly reflects the efforts of Pakistan for achievement of EFA goals.

Table 4.12: Net Enrolment (Grade I-V) in Primary Education

Gender	Net enrolment in grade I-V 2001-02	Net enrolment in grade I-V 2003-04	Percentage increasing over 2001-02	Net enrolment in grade I-V 2005-06	Percentage increase over 2001-02
Total	11,648,274	12,965,830	11	13,130,845	13
Male	6,951,251	7,681,170	11	7,446,371	7
Female	4,697,022	5,284,659	13	5,684,475	21

The overall increase in net enrolment (grade I-V) was 11 percent in 2003-04 which increased to 13 percent in 2005-06 over 2001-02. The female net enrolment situation was also much higher (21 percent) than males (7 percent) in 2005-06 over 2001-02.

Table 4.13: Gross Enrolment Progress in Secondary Education

Gender	Gross enrolment in Secondary Education 2001-02	Gross enrolment in Secondary Education 2003-04	Percentage increasing over 2001-02	Gross enrolment in Secondary Education 2005-06	Percentage increase over 2001-02
Total	6,393,153	7,271,995	14	7,681,804	20
Male	3,806,399	4,302,817	13	4,494,016	18
Female	2,586,754	2,969,178	15	3,187,788	23

In secondary education, overall increase in gross enrolment was 14% in 2003-04 over 2001-02 which significantly increased to 20 percent in 2005-06. The increase in female gross enrolment remained slightly higher (15 percent) than males (13 percent) in 2003-04 over 2001-02. Where as it recorded higher increase of 23 percent against 18.1 percent in males during 2005-06 over 2001-02.

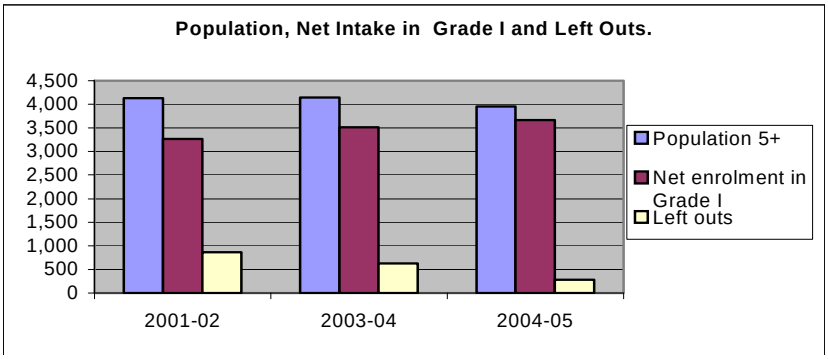
Table 4.14: Net Enrolment Progress in Secondary Education

Gender	Net enrolment in Secondary Education 2001-02	Net enrolment in Secondary Education 2003-04	Percentage increasing over 2001-02	Net enrolment in Secondary Education 2005-06	Percentage increase over 2001-02
Total	4,421,721	5,054,693	14	5,991,807	36
Male	2,650,718	3,023,272	14	3,505,332	32
Female	1,771,002	2,031,421	15	2,486,475	40

The overall increase in secondary education net enrolment was 14 percent in 2003-04 which significantly rise to 36 percent in 2005-06 over 2001-02. The increase in female net enrolment has been recorded as 40 percent in 2005-06 over 2001-02. The trend in favor of females is a healthy sign for achieving EFA targets.

` **Table 4.15: Population, Net intake in Grade I and left Outs**

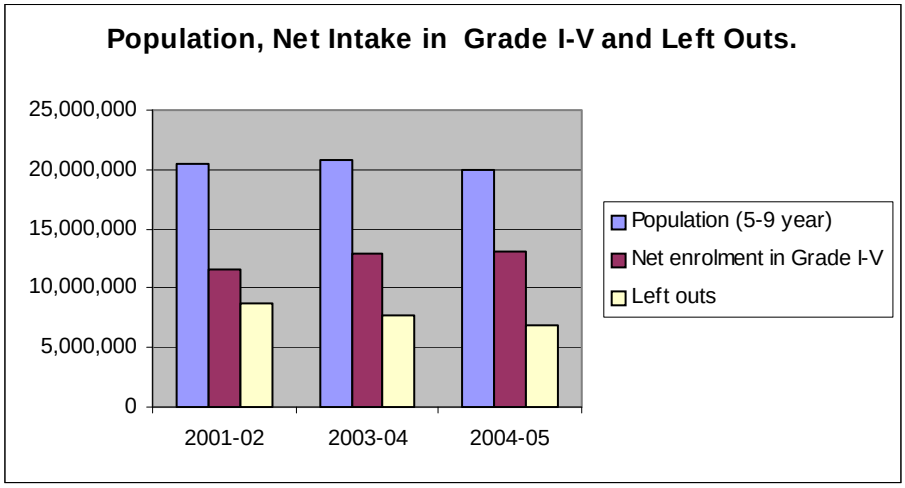
Year	Population 5+	Net enrolment in Grade I	Left outs
2001-02	4,131,553	3,178,188	953,365
2003-04	4,141,348	3,419,977	721,371
2005-06	3.950.374	3.672.345	278.029



The net intake of children in grade I at primary level has been showing progressive trend and consequently the number of left out children has declined from 0.866 million in 2001-02 to 0.628 million in 2003-04 followed by 0.283 million in 2005-06. It is evident that national plan of action is assisting to accomplish the set targets by reducing the out of school children ratio.

Table 4.16: Population, Net Enrolment in Grade I-V and Left Outs

Year	Population (5-9 year)	Net enrolment in Grade I-V	Left outs
2001-02	20,430,481	11,648,274	8,782,207
2003-04	20,723,279	12,965,830	7,757,449
2005-06	19,981,065	13,130,845	6,850,220



The net enrolment of primary education (Grades I-V) has increased from 11.6 million children in 2001-02 to 13.1 million in 2005-06. This means that out of school population is being enrolled and thus reduced its number from 8.8 million in 2001-02 to 6.8 million in 2005-06.

Indicator 2.1 Gross Intake Rate (GIR) in Primary Education

Table 4.17: GIR in Primary Education 2001-02 to 2005-06

Pakistan	GIR in Primary Education (In percentage)		
	Male	Female	Total
2001-02	110	81	96
2003-04	116	90	103
2005-06	121	111	116

The gross intake of primary school children in grade I was recorded as 96 percent in 2001-02 which rose to 116 percent in 2005-06. It indicates that system has also attracted over age or under age children. The same pattern of increase has been recorded in GIR for male and female children.

Table 4.18: GIR: Urban and Rural Comparisons (In percentage)

Year	Total	Urban	Rural
2001-02			
Total	96	89	99
Male	110	103	113
Female	81	75	85
2003-04			
Total	103	93	108
Male	116	106	121
Female	90	80	95
2005-06			
Total	116	102	124
Male	121	108	128
Female	111	96	119

In urban areas, GIR has been recorded as 89 percent constituting 103 percent males and 75 percent female in 2001-02. In 2005-06, GIR improved to 102 percent comprising 108% males and 96 percent females. In rural areas, overall GIR was 99 percent constituting 113 percent males and 85 percent females. In rural areas, GIR rose to 124% in 2005-06. The trend of increase in GIR at primary level reflects that the system is also encouraging the entrance of over age children for education.

Indicator 2.2: Net Intake Rate (NIR) in Primary Education

Table 4.19: NIR at Primary Level

Pakistan	NIR in Primary Education (In percentage)		
	Male	Female	Total
2001-02	88	65	77
2003-04	93	72	83
2005-06	97	88	93

Source: Pakistan Education Statistics 2001-02 to 2005-06, AEPAM

Net intake ratio of grade I children in primary education was 77 percent in 2001-02 which increased to 93% in 2005-06. The gender-wise data reflects gradual increase in NIR. However, this increase is more conspicuous in case of females.

Table 4.20: NIR (Primary): Urban and Rural Comparisons (In percentage)

Year	Total	Urban	Rural
2001-02			
Total	77	71	80
Male	88	83	91
Female	65	60	68
2003-04			
Total	83	74	87
Male	93	85	97
Female	72	64	76
2005-06			
Total	93	82	99
Male	97	86	102
Female	88	76	95

In urban areas, NIR for primary level was 71 percent in 2001-02. The male NIR was 83 percent and female NIR was 60 percent for the same period. The NIR in rural areas was 80 percent in 2001-02 of which, 91 percent was for males and 68 percent was for females. During 2005-06, NIR increased to 82

percent in urban areas of which, 86 percent was for males and 76 percent for female. In rural areas, NIR rose to 99 percent out of which 102 percent were males and 95 percent were females in 2005-06. NIR at primary level indicated more increase in rural areas as compared to urban areas. Similarly, the increase in NIR was recorded much higher in case of rural females than urban females.

Indicator 2.3: Gross Enrolment Ratio (GER) in Primary Education

Table 4.21: GER at Primary Level

Pakistan	GER in Primary Education (In Percentage)		
	Male	Female	Total
2001-02	83	59	71
2003-04	90	66	78
2005-06	92	76	84

It is revealed that the gross participation of children of age-group (5-9) years was 71 percent in 2001-02 of which, 59 percent were females. The GER increased to 78 percent in 2003-04 and 84 percent in 2005-06. The increase in female GER was recorded much higher than males.

Table 4.22: GER (Primary): Urban and Rural Comparisons (In percentage)

Year	Total	Urban	Rural
2001-02			
Total	71	82	66
Male	83	86	81
Female	59	77	51
2003-04			
Total	78	90	72
Male	90	95	88
Female	66	85	56
2005-06			
Total	84	85	84
Male	92	86	95
Female	76	83	72

Data reveals that 82 percent was GER in urban areas as compared to 66 percent in rural areas in 2001-02. GER for males and females was higher in urban areas as compared to rural areas in 2001-02. In 2005-06, GER was recorded as 85 percent in urban areas against 84 percent in rural areas. Male GER was slightly higher (85 percent) in rural areas as compared to urban areas (86 percent) in 2005-06 and female GER was higher (83 percent) in urban areas as compared to rural areas (72 percent). The increase in GER of rural females is much more than expectations.

Indicator 2.4: Gross Enrolment Ratio (GER) in Secondary Education

Table 4.23: GER at Secondary Level

Pakistan	GER in Secondary Education (In Percentage)		
	Male	Female	Total
2001-02	28	20	24
2003-04	31	23	27
2005-06	34	27	31

Source: Pakistan Education Statistics 2001-02 to 2005-06, AEPAM, Ministry of Education

The gross enrolment ratio in secondary education was about 24 percent in 2001-02 increasing to 27 percent in 2003-04 and to 31% in 2005-06. GER at secondary level is gradually increasing for both males and females.

Table 4.24: GER (Secondary): Urban and Rural Comparisons (In percentage)

Year	Total	Urban	Rural
2001-02			
Total	24	38	18
Male	28	40	23
Female	20	36	13
2003-04			
Total	27	43	19
Male	31	44	24
Female	23	41	14
2005-06			
Total	31	48	22
Male	34	49	27
Female	27	47	16

GER for secondary education was 38 percent in urban areas in 2001-02 which increased to 48 percent in 2005-06. The male and female situation has also improved in 2005-06 as compared to 2001-02. In rural areas, GER for secondary was just 18 percent in 2001-02 as compared to urban areas. It has shown slight improvement i.e. 22 percent in 2005-06. The situation demands much more attention and new strategies/measures in rural areas.

Indicator 2.5: Net Enrolment Ratio in Primary Education

Table 4.25: NPA Targets and Actual Achievement

NPA Targets (In Percentage)			Actual Achievement (In Percentage)	
Year	Total	Female	Total	Female
2001-02	68	53	57	47
2003-04	73	60	63	53
2005-06	79	68	66	59

According to NPA, target of NER achievement at primary level was 68 percent in 2001-02 against which only 57 percent was recorded actually. Similarly, the actual achievement during 2005-06 was about 66 percent against the target of 79 percent. The situation reflects that despite improvement in NER still more efforts and effective strategies are required to fully accomplish EFA targets.

Tale 4.26: NER (Primary): Urban and Rural Comparisons (In percentage)

Year	Total	Urban	Rural
2001-02			
Total	57.0	65.0	53.0
Male	66.0	69.0	65.0
Female	47.0	61.0	41.0
2003-04		72.0	
Total	63.0	76.0	58.0
Male	72.0	68.0	70.0
Female	53.0		45.0
2005-06			
Total	66.0	66.0	66.0
Male	72.0	67.0	74.0
Female	59.0	64.0	56.0

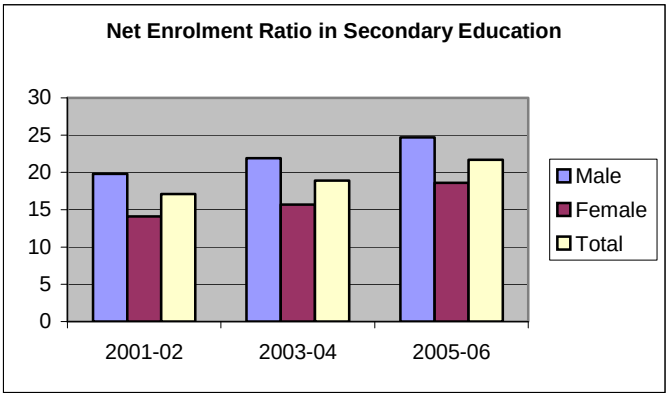
NER at primary level has increased in both rural and urban areas. However, the proportionate increase is higher in rural areas. NER was 65 percent in urban areas in 2001-02 and 53 percent in rural areas. In urban areas, male NER was 69 percent and female 61 percent along with 65 percent and 41 percent for male and female respectively in rural areas. During 2005-06, NER for primary increased to 66 percent. The male NER was lower in urban areas (67 percent) as compared to rural areas (74 percent) whereas, female NER was higher (64 percent) in urban as compared to female NER (56 percent) in rural areas.

Indicator 2.6: Net Enrolment Ratio (NER) in Secondary Education

Tale 4.27: NER at Secondary Level

Pakistan	*NER in Secondary Education*		
	Male	**Female**	**Total**
2001-02	23	16	20
2003-04	25	18	22
2005-06	27	21	24

Source: Pakistan Education Statistics 2001-02 to 2005-06, AEPAM, Ministry of Education, Islamabad



The Net Enrolment ratio in secondary education was recorded as 20 percent in 2001-02 which gradually increased to 24 percent in 2005-06. The male secondary NER was 27 percent whereas for female it was 21 percent in 2005-06.

Table 4.28: NER: Urban and Rural Comparisons (In percentage)

Year	Total	Urban	Rural
2001-02			
Total	20	30	14
Male	23	32	18
Female	16	29	10
2003-04			
Total	22	34	15
Male	25	35	20
Female	18	33	11
2005-06			
Total	24	38	17
Male	27	38	21
Female	21	37	12

The NER for secondary was 30 percent in urban areas in 2001-02, and 14 percent in rural areas. The male NER was 32 percent in urban as compared to 18 percent in rural areas and female NER was low in rural areas as compared to urban areas. During 2005-06, NER increased to 38 percent in urban and 17% in rural areas. The male and female NER has improved in both urban and rural areas.

Indicator 2.7 to 11: Repetition Rates by Grade in Primary Education

Table 4.29: Repetition Rates by Grades At Primary Level (In percentage)

Year/ Grade	I	II	III	IV	V	Average percentage point
2001-02						
Total	2.6	2.8	2.9	2.8	2.7	2.7
Male	2.8	3.0	3.1	3.0	2.9	2.9
Female	2.3	2.5	2.5	2.5	2.4	2.4
2003-04						
Total	2.7	2.7	2.9	3.1	3.1	2.9
Male	2.9	3.0	3.1	3.3	3.4	3.1
Female	2.3	2.4	2.5	2.7	2.7	2.5
2005-06						
Total	2.3	1.9	1.9	2.2	2.2	2.1
Male	2.5	2.1	2.1	2.3	2.4	2.2
Female	2.1	1.7	1.8	2.1	1.8	1.9

The data reflects an average decline from 2.7 percent (2001-2002) to 2.1 percent (2005-06) in repetition rate of primary school children to grade V. This means that wastage in education sector in terms of pupil years has been controlled. Similarly, female repetition rate declined from 2.4 percent in 2001-02 to 1.9 percent in 2005-06. These declines in repetition rate reflect achievement under EFA goals. On the average, male repetition rate was slightly higher (2.9%) as compare to female (2.4%) during the year 2001-02. Similar pattern was noticed during 2005-06.

Table 4.30 (a): Repetition Rates by Grades in Primary Education in Urban Areas (In percentage)

Year/Grade	I	II	III	IV	V	Average percentage point
2001-02						
Total	4	4	4.4	4	4	4.1
Male	4.2	4.6	4.8	4.6	4.5	4.4
Female	3.6	4	3.8	4	4	3.9
2003-04						
Total	4	4	4.4	5	4	4.3
Male	4.5	4.5	4.8	5.1	5.2	4.6
Female	3.6	3.6	3.9	4	3	3.8
2005-06						
Total	3	3	3.0	3	3	3.0
Male	3.8	3.2	3.2	3.6	3.7	3.5
Female	2	3	2.7	3	2	2.5

Table 4.30 (b): Repetition Rates by Grades in Primary Education in Rural Areas (In percentage)

Year/Grade	I	II	III	IV	V	Average percentage point
2001-02						
Total	2.3	3	2.5	2.5	2.4	2.3
Male	2.4	2.7	2.7	2.7	2.6	2.6
Female	2.0	2.0	2.2	2.0	2.0	2.0
2003-04						
Total	2.4	2.4	2.6	3.0	3.0	2.5
Male	2.6	2.6	2.8	2.9	3.0	2.8
Female	2.0	2.0	2.2	2.0	3.0	2.2
2005-06						
Total	2.0	2.0	1.7	2.0	2.0	1.9
	2.2	1.8	1.8	2.1	2.1	2.0
Male	2.0	2.0	1.6	2.0	2.0	1.9
Female						

The male and female repetition patterns were evaluated. It was noticed that in urban areas male repetition rates were higher than females in rural areas.

The repetition rate to grade V of primary education in urban areas is 4.1 percent in which is comparatively low to 2.3 percent in rural during 2001-02 and it further declined to 3 percent in urban and 1.9% in rural areas. However, the rates remained higher in urban as compared to rural areas.

Table 4.31: Repetition rates in Primary Education by Grade, Gender and Province, Pakistan 2005-06 (In percentage)

Location	I	II	III	IV	V	Average percentage point grade I-V
Pakistan						
Total	2.3	1.2	1.9	2.2	2.2	2.1
Male	2.5	2.1	2.1	2.3	2.4	2.3
Female	2.1	1.7	1.8	2.1	1.8	1.9
Punjab						
Total	2.3	1.9	1.9	2.2	2.1	2.1
Male	2.4	2.1	2.0	2.3	2.4	2.2
Female	2.1	1.7	1.7	2.1	1.8	1.9
Sindh						
Total	2.3	1.9	1.9	2.3	2.1	2.1
Male	2.5	2.1	2.1	2.4	2.4	2.3
Female	2.0	1.6	1.7	2.2	1.7	1.8
NWFP						
Total	2.5	1.8	2.0	2.1	2.1	2.1
Male	2.6	2.0	2.0	2.2	2.2	2.2
Female	2.2	1.7	1.8	2.0	1.7	1.9
Balochistan						
Total	2.5	2.0	2.0	2.3	2.3	2.2
Male	2.7	2.1	2.0	2.4	2.8	2.4
Female	2.1	1.7	1.8	2.2	1.9	1.9

The overall average repetition rate in 2005-06 was 2.1 percent in the country. In grade 1, IV and V, rates are higher as compared to grade II & III. In terms of gender, repetition rates among female is lower than male children in all grades.

Indicator 2.12: Survival Rates to grade V

Table 4.32: Survival rate to Grade V (In percentage)

Year	Total
2001-02	
Total	57
	53
Male	64
Female	
2003-04	
Total	60
Male	61
Female	57
2005-06	
Total	72.1
Male	71.6
Female	72.8

Survival of children in education and their retention in the system is a crucial matter. According to data, only 57 percent survived to grade V of primary education in 2001-02 which made significant improvement to 72 percent in 2005-06. Similar situation was observed in case of female. Further, the female survival rates were better each year as compare to males.

Table 4.33: Survival Rates: Urban and Rural Comparisons

Year	Urban	Rural
2001-02		
Total	68	55
	64	51
Male	73	61
Female		
2003-04		
Total	76	56
Male	70	60
Female	83	49
2005-06		
Total	94	67
Male	94	67
Female	94	67

Analysis indicates that the survival rates of children to grade V at primary level have been improved in both rural and urban areas. However, there is low comparative survival rate in rural than urban. In 2001-02, overall primary level survival rate of children in urban areas was 68 percent and about 55 percent in rural areas, whereas for female it was 73 percent in urban and 61 percent in rural areas. The rate improved significantly in 2005-06 for urban to 94 percent and for rural to 67 percent. Similar improvement was observed for both urban and rural female children as compare males.

Indicator 2.13: Pupil Teachers Ratio at Primary Education (See indicator 6.2)

Indicator 2.14: Public Expenditure on Primary Education as Percentage of Total Public Expenditure on Education

Table 4.34: Public Expenditure on Primary Education (Rs. In Million)

Year	Public Expenditure on Primary Education	Total Public Expenditure on Education	Percentage of Public Expenditure on Primary education
2001-02	18,745.621	78,924.971	23.5
2003-04	53,742.604	124,274.476	43.2
2005-06	74,480.934	170,708.773	43.6

It is evident that the share of primary education to total public expenditure was 23.5 percent in 2001-02 which, almost doubled to 43.6 percent in 2005-06.

Left-outs in Primary Education

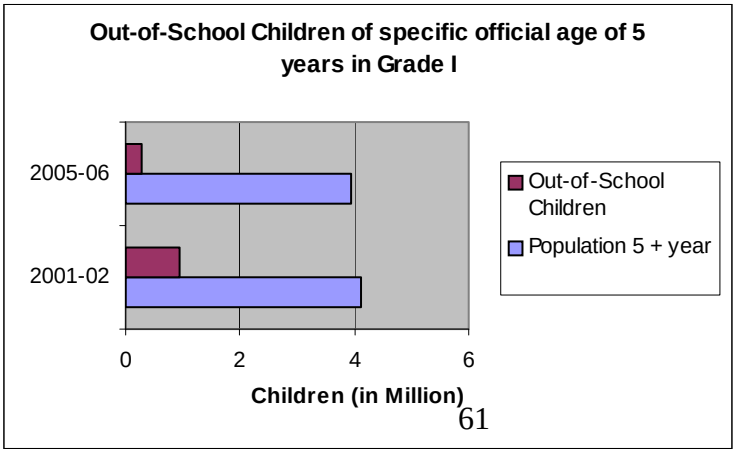
Table 4.35: Gross Intake Rate (GIR) and Out of School Children at Primary Level

Year	Population 5 + Year	Gross Enrolment Grade I	Out-of-School Children	Percentage of out of school children
2001-02	4,131,553	3,972,735	158,818	4
2005-06	3,950,374	4,590,431	-640,057	-

In 2001-02, there were 158,818 out of school children of age 5+ years qualifying for primary education and in 2005-06 the situation substantially improved. The negative sign indicates that there were under age and over age children who were also enrolled in primary stage at grade I.

Table 4.36: Net Intake Rate (NIR) and Out of School Children at Primary Level

Year	Population 5 + year	Net Enrolment Grade I	Out-of-School Children	Percentage of out of school children
2001-02	4,131,553	3,178,188	953,365	23
2005-06	3,950,374	3,672,345	278,029	7



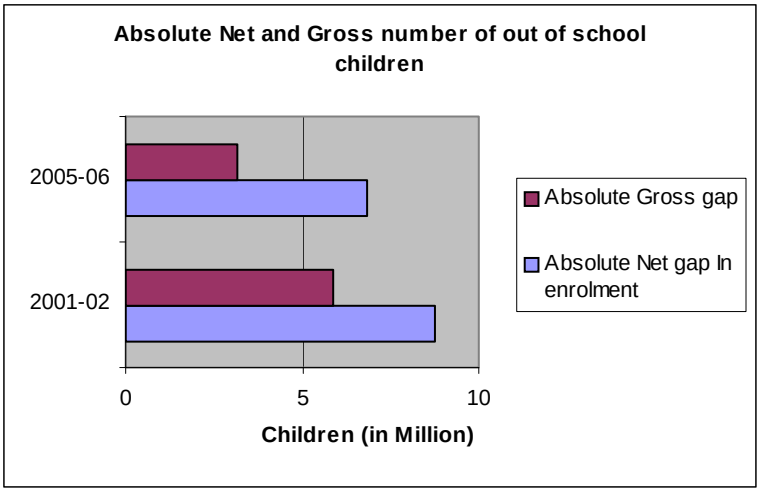
The table shows that in 2001-02, out of 23 percent (953,365) about 16 percent of grade I primary education children were brought into the system. In 2005-06, the situation improved considerable and these number increased to 278,029 (7 percent).

Table 4.37: Net and Gross Enrolment and Left Out at Primary Level

Year	Population (5-9)	Net Enrolment Grade (I-V)	Gross Enrolment Grade (I-V)
2001-02	20,430,481	11,648,274	14,560,342
2005-06	19,981,065	13,130,845	16,834,417

Year	Out of School Children Primary Education			
	Absolute Net gap In enrolment	Percentage	Absolute Gross gap In enrolment	Percentage
2001-02	8,782,207	43	5,870,139	29
2005-06	6,850,220	34	3,146,648	16

The efforts of Government are successful in capturing 13 percent more children in the education system during 2005-06 who were out of school earlier. The net enrolment gap is showing progressive decrease. It has reduced from 43 percent (2001-02) to 34 percent (2005-06). The Gross enrolment gap among students (5-9 years) improved in 2005-06 as compared to 2001-02. The analysis reflects a substantial decrease from 29 % (2001-02) to 16 percent (2005-06)



Major issues and challenges in UPE

- Increase in participation of children at primary level
- Need to address the out of school children issue
- Provision of basic physical facilities in schools
- Improvement in supervision and controlling teacher absenteeism
- Improvement in qualifications and pay package of teachers
- Proper mapping for new school construction

- Creation of child friendly environment
- Recruitment of female teachers
- Enforcement of compulsory primary education act

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills Programs.

Indicators

Indicator 3.1 Youth Literacy Rate (15-24 years)
Indicator 3.2 Gross Enrolment Ratio in Technical, and Vocational Education and Training (TVET) at Secondary level.
Indicator 3.3 Transition Rates between Primary and Lower Secondary Levels
Indicator 3.4 Transition Rates between Lower Secondary and Upper Secondary Levels

The main focus of the Education For All initiative is to meet the learning needs of children, adolescents and adults whereby, the learning needs have been classified as below:

1. Learning contents i.e. knowledge, skills, values and attitudes.
2. Learning tools: Literacy, numeracy, problem solving and oral expression.

The above skills are to be acquired through four pillars of learning- learning to know, learning to do, learning to live together and with others, and learning to be. In an effort to provide specificity on skills covered within Education for All, three typologies have been identified, namely basic skill (literacy, numeracy etc), Psycho-social skills (reflective, personal and interpersonal skills including problem solving, communication, coordination team work etc) and Practical /functional skill (manual skills relating to specific vocations or for a specific behavior such as health)

Indicator 3.1: Youth Literacy Rate (15-24 Years)

National Scenario

Youth literacy rate among 15-24 years age group is one of the important indicators to assess achievements in life skills and life long learning.

The population of 15-24 year age group has increased from 30 million (male 15.8; female 14.7) in 2001-02 to 34 million (male 17.6; female 16.4) in 2005-06. Total increase in four years is 4 million (13%). Presently, urban population of the said age group is 16.85 million (49% of the total) and the rural population is 17.2 million (51% of the total). Number of literates has increased from 19.15 million to 22.63 million in the last five years. In percentage, literacy rate of 15-24 years-group population increased from 62% (male 73: female 52) in 2001-02 to 67% (male 77; female 55).

Table 4.38: Percentage Youth Literacy Rate (15-24 Years and Older)

Year	Literate 15-24 years old Percentage			GPI
	Male	Female	Total	
2001-02	73	52	62	0.68
2002-03	74	53	63	0.69
2003-04	75	54	65	0.72
2004-05	76	55	66	0.72
2005-06	77	55	67	0.72

Similarly, gender parity index has improved from 0.68 in 2001-02 to 0.72 in 2005-06 and thus the net improvement is around 0.04.

Provincial Scenario:

The achievement of two provinces i.e. Punjab and Sindh is more than national average. Provincial statistics indicate that the highest increase in youth literacy rate was 9 percent in NWFP and the least increase i.e. 3 percent was in Sindh. The details about provincial literacy rate are as follows:

Table 4.39: Province-wise Youth Literacy rate (15-24 yeas old) in 2005-06

% Literate 15-24 years old Percentage			
	Male	**Female**	**Total**
Pakistan	77	55	67
Punjab	77	61	69
Sindh	76	61	71
NWFP	70	27	57
Balochistan	63	26	48

Indicator 3.2: Gross Enrolment Rate in Technical and Vocational Education and Training (TVET Institutions)

In 2001-02, gross enrolment of secondary level age group (10-16 years) was 6.39 million , out of which, only .075 million (1.2%) were enrolled in TVET Institutions. In 2005-06, this enrolment increased to 7.68 million and TVET enrolment increased to 0.238 million which is 3.1 percent of the respective age group. Therefore, tendency of increase in enrolment over five years is around 0.163 million.

Table 4.40: Comparison of TVET Enrolment 2001-02 & 2005-06 and Percentage Change

	2001-02			**200506**			**Change**		
	M	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**
Enrolment	58000	17000	75000	149041	89646	238687	+91041	+72646	+163687
Percentage	0.4	0.1	0.3	1.0	.7	.9	+.6	+.6	+.6

Moreover, there is a specified time period in curriculum within the education system to develop children's and young people's knowledge and attitudes towards health. The concepts and contents about health education and skills have been included in the curricula right from Primary (Grade-I) up to secondary level (Grade-X). Besides, the development of teacher's manual and material on HIV/AIDS awareness are being developed along with other contagious and fatal diseases.

- Per week on average 2—3 periods are allocated to physical education.
- Health and physical education has been introduced as optional subject at secondary level since long.
- Health and sanitation, mother care, children care and awareness about different diseases in terms of symptoms, preventions and treatments etc are the core courses/concepts included in the Curricula of Functional Literacy and Post Literacy.

Indicator 3.3: Transition Rates between Primary and Secondary System and Secondary to Higher Education System.

Overall transition rate form Primary (I-V) to lower secondary level (VI-VIII) was 69 percent in 2001-02 (male 69% & female 70%). In 2005-06, the overall transition rate increased to 77 percent (male 75%; Female 80%).

Table 4.41: Transition Rate between Primary and Lower Secondary

Year	Transition Rate from Primary to Secondary (Percentage)			GPI
	Male	Female	Total	
2001-02	69	70	69	1.02
2002-03	70	71	71	1.02
2003-04	75	76	75	1.02
2004-05	67	75	70	1.11
2005-06	75	80	77	1.07

There is an increase of 08 percent in transition rate from primary (Grade I-V) to lower secondary (Grade VI-VIII) from 2001-02 to 2005-06 which can be graded as a considerable achievement in terms of EFA commitment. There is an increase of 10 percent during 2005-06 in female transition rate against 6 percent increase among males. It indicates that situation of girls' education is relatively improved.

Indicator 3.4: Transition Rate between Lower Secondary (Grade VI-VIII) and Upper Secondary (Grade IX-X) in the year 2001-02 to 2005-06

During 2001-02 to 2005-06, overall transition rate between lower secondary (Grade VI-VIII) to upper secondary (Grade IX-X) has improved from 77 percent to 87 percent. This shows total increase of ten percentile points. Increase in female transition rate i.e from 70 percent to 87 percent is higher than male which is 82 as compare to 87 percent.

Table 4.42: Transition Rate between Lower Secondary and Upper Secondary

Year	Transition rate lower Secondary Level to Upper Secondary level (percentage)			GPI
	Male	Female	Total	
2001-02	82	70	77	0.85
2002-03	72	82	76	1.13
2003-04	85	48	66	0.57
2004-05	78	76	77	0.97
2005-06	87	87	87	0.99

Source: Pakistan Education Statistics 2000-01 2005-06, AEPAM, Ministry of Education

Left-outs in Secondary Education

Table 4.43: Net and Gross Enrolment and Left Out at Secondary Level

	Population	Net Enrolment	Gross Enrolment
	26,111,451	5,114,522	6,393,153
	27,753,401	6,620,291	8,487,553

	Out of School Children Secondary Education			
	Absolute Net gap in enrolment	Percentage	Absolute Gross gap in enrolment	Percentage
2001-02	20,996,929	80	19,718,298	75
2005-06	21,133,110	76	19,265,848	70

During post-Dakar period, secondary education net enrolment gap between 'in' and 'out of school' children with specific age group reduced from 80 to 76 percent and the absolute gross enrolment gap declined from 75 to 70 percent.

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Indicators

Indicator 4.1 Adult Literacy Rate (15 years Old and Over)
Indicator 4.2 Youth Literacy Rate (age 15-24 years old)
Indicator 4.3 Gender Parity Index for Adult Literacy
Indicator 4.4 Public expenditure on literacy and non-formal education as percentage of total public expenditure on education

According to the Population Census Organization Pakistan, a person of 10 years and above who can read newspaper and write a simple letter in any language is declared as “Literate”. To provide legal coverage to make literacy a pre-requisite for participation in economic and social enterprises, Government promulgated a Literacy Ordinance in 1983. Later on, Government decided to enforce the Literacy Act in 1991.

The Constitution ensures equality and well being of all citizens, and no discrimination on the basis of sex, caste, creed or race. All the National Education Policies put emphasis to improve the literacy culture in the country. A number of strategies have been made to implement various projects to achieve this goal.

National Education Policy

Following are the salient provisions regarding adult literacy in Education Policy (1998-2010):

- Democratization of education through expansion including formal and non-formal methods and expanded programs of adult education, literacy and functional literacy, as a basic requirement for economic development, modernization of social structure and for equality of opportunity for all citizens.

- Pakistan’s international commitment to double the rate of literacy by the year 2000 can only be achieved through universal primary education (UPE) by complementing the formal primary school system with a strong non-formal basic education initiative.

- Non-formal Basic Education Program will be launched on war footings to provide access economically and expeditiously to all the 5.5 million primary school age (5-9 years old) out of school children. The 10-14 years old adolescents and youth who have missed primary education will be given a second chance through a crash condensed courses to enable them to complete primary education cycle in 2-3 year time.

Population of 10+ Age Group

In 2005-06, total projected population of the country is 159 million (male 82 million; female 77 million) with 1.7% growth rate per annum. Primary education age (5-9+) group population is 19.9 million (male 10.3 million: female 9.6 million) which is 12% of the total population. It is interesting to note that as compared to 1998 figures the said ratio has reduced almost 3 percentile points (from 15% to 12%) which

will have important implications on educational planning in future. Whereas, the projected population of 10-14, 15-24 and 25-34 years age group is 18.48 million (11.6%), 34.8 million (21.9%) and 26.7 million (16.8%) respectively. The present population of 10+ age group which is called adult literacy age group is 122 million (77% of the total). Out of it, 63.3 million are male and 59 million are females. Above trend indicate that although lower age group (0-4 and 5-9) population is declining yet overall population is increasing.

The overall urban population is 57.6 million (male 30 million: female 27.6 million) which means that currently 36 percent of total population lives in urban areas against 32 percent in 1998. Currently, rural population is 101.6 million (male 52.3: female 49.3 million) which is 64 percent of the total. The above trend indicates that in less that one decade l4 percent of the total population migrated from rural to urban areas of the country. This rapid urbanization has serious implications on socio-economic development especially in health, education and literacy sectors which must be taken into consideration in the future planning.

Pakistan population growth rate is continuously declining since 1990. During the last decade, average growth rate was around 3 percent which has declined to 1.7 percent in 2007. As per projections of National Institute of Population Studies (NIPS), total population of the country may increase to 182 million (male 94 million: female 88 million) by the year 2015.

It is estimated that population of the adolescent and adult literate age (10+) group may rise to 146.5 million (male 74.7 million: female 71.8 million) in next eight years which will be around 80.5 percent of the total population against 71 percent in 1998 and 77 percent at present.

Adult Literacy Rate (Past Trend)

In Pakistan, adult literacy rate is counted for 10+ year's age group. Often, the said rate is determined through the population census conducted after every ten years. It needs to be highlighted that from census to census, the definition of literacy has been undergoing modifications; resultantly the literacy figure has vacillated irregularly during the last 5 census. An update of the five censuses is as under

	Census Year	**Definition of Literacy**	**Literacy Rate**
a)	1951 Census	One who can read a clear print in any language.	16.4%
b)	1961 Census	One who is able to read with understanding a simple letter in any language	16.3%
c)	1972 Census	One who is able to read and write in some language with understanding.	21.7%
d)	1981 Census	One who can read newspaper and write a simple letter	26.2%
e)	1998 Census	One who can read a newspaper and write a simple letter, in any language.	43.9%
f)	Proposed Literacy Definition 2008	one who can read and write a paragraph in any language with understanding and can make	

simple calculation

Indicator 4.1: Adult Literacy Rate (15 years and above)

Targets: The adult literacy targets for Pakistan as per Dakar commitment up to 2015 are as follows:

- 15+ years age group = 66%
- 10+ years age group = 70%

Consequently the National Plan of Action on EFA has set target of 86 percent for both male and female from 10+ age group.

Achievements since Dakar in Adult Literacy

Total population for 15+ year age group in Pakistan was 84.43 million in the year 2001-2002. Male population was 43.9 million (52%) and female 40.5 million (48%). At that time, literacy rate was 43 percent (male 57%, female 29%). The literacy rate in urban areas was 63 percent against 34 percent in rural areas.

In 2005-06, the literacy rate of 15+ age group increased to 52 percent with an increase of 9 percent improvement over 2001-02. Per annum average increase was more than 2 percent which is considerable achievement to meet the targets. The male and female literacy rate increased from 57 to 65 percent and from 29 to 38 percent respectively.

Table 4.44: Adult literacy rate and corresponding Gender Parity Index (In percentage)

Pakistan	% Literacy 15+ Years Old		
	Male	Female	Total
2001-02	57.0	29.0	43.0
2002-03	59.4	32.1	45.9
2003-04	61.7	35.2	48.7
2004-05	63.0	36.0	50.0
2005-06	65.0	37.6	51.7

The data indicates that as per Dakar commitment i.e. the achievement of 50 percent improvement in the literacy rate, the target for the year 2015 was 66 percent and for the year 2005-06 it was 50 percent. The annual achievement/progress in literacy rate is 0.5 percent.

Against the said target, actual achievement during 2001-02 to 2005-06 has been 9 percent (2.25% per annum). With 52 percent literacy rate, Pakistan has achieved its target of 50 percent by the year 2005-06. The above achievement is indicative that Pakistan may achieve its target of 66 percent literacy rate among age group of 15+ by the year 2015 by maintaining the current pace of progress.

Amongst the provinces, Punjab (from 44 to 54%) and Sindh (from 45 to 55%) have highest swell in literacy rate in last four years followed by the NWFP Province having 9 percent increase from 2001-02 to 2005-06 (45-54%) whereas, Balochistan has the lowest increase of only 5 percent (from 32 to 37%) i.e. .0.25 percent per year.

Indicator 4.2: Youth Literacy Rate (age 15-24 years old)

Youth Literacy Rate and related data has already been discussed under Goal 3.

Indicator 4.3: Gender Parity Index for Adult Literacy

In Pakistan, the foremost focus of literacy programs is educating female population. In fact, more than 80 percent literacy centers are educating female population. Resultantly, female literacy rate and consequently GPI is on rise, which is evident from the following table.

Table 4.45: Province-Wise Urban/Rural Gender Parity Index with Respect to 15+ Years Literacy Rate 2001-02 and 2005-06

Area	GPI (2001-02)	GPI (2005-06)	Change in GPI
Pakistan	0.51	0.58	+0.07
Punjab	0.56	0.64	+0.08
Sindh	0.48	0.56	+0.08
NWFP	0.31	0.38	+0.07
Balochistan	0.24	0.34	+0.10
Urban Areas	0.74	0.70	-0.04
Rural Areas	0.36	0.44	+0.08

Number of development programs and projects has been launched since 2000 for promotion of girls' primary education and female literacy. These programs and projects have produced positive results regarding equity in primary education and literacy. Overall GPI at national level has been improved from 0.51 in 2001-02 to 0.58 in 2005-06 witnessing 0.07 percent improvement. The improvement is higher in rural areas i.e. 0.36 to 0.44 whereas, GPI in urban areas has dropped by 0.04 percent. Amongst provinces, Punjab and Sindh are well ahead to narrow down the gender disparity whereas; Balochistan lags behind in this regard.

Issues and Problems

- High population growth rate
- Low priority to primary education as compared to tertiary education
- Neglect of adult literacy sector
- Lack of awareness about the importance and significance of female education and literacy
- Inadequate budgetary provisions resulting in poor facilities and services for education and literacy

Summary of Measures to Improve Literacy

- For promotion of formal primary education, government has taken number of steps such as provision of free education, provision of missing facilities, scholarship for girls, provision of free textbooks and other incentives; revision of curricula etc;

- Under President's Education Sector Reforms (PESRs) Program, an amount of Rs.100 Million has been allocated annually since 2001-02 for opening Adult Literacy Centers in the provinces.

- Literacy Initiative for Empowerment (LIFE) Program has been launched in collaboration with UNESCO. LIFE activities include training of literacy managers and teachers, development of curriculum and literacy material, establishment of Community Learning Centers (CLC) and need assessment for literacy for next 10 Years. These activities have been launched and are likely to be completed within stipulated time frame i. e. by the end of 2008.

- The Project titled “Establishment and Operation of Basic Education Community Schools" in the country has been improved in 2007 at a cost of Rs.7000 Million for the establishment of 20,000 such Schools (10,185 existing + 9815 new) and for a period of three years from July 2006 to June, 2009.
- First in Pakistan, National Curriculum on Literacy has been developed and launched in three areas i.e. Basic Literacy Levels I, II and III; Functional Literacy and Income Generating Skills.

- NCHD under its Literacy Program is running 49960 Literacy Centers at a total cost of Rs. 480 Million while 140,000 more centers have been planned to be opened during next five years.

- Elementary Education Foundation in NWFP has opened 7542 Literacy Centers.

- Missing facilities in schools like electricity, drinking water, toilets and boundary walls are provided under ESR.

- District Literacy Management and Information System are being established in each district of Punjab.

- NGOs have started projects in Adult Literacy.

Future Programs

National, Provincial and District Plans of Action for Education for All (2001-15) have been prepared and launched aiming at Universalization of Primary Education both for males and females and 86 percent adult literacy rate by the year 2015. As per plan, targets lsuch as access to education, gender equity and equality may be achieved by 2015.

Some of main programs/inputs/strategies planned in EFA Plan of Action inter alia include: opening of new primary schools; opening of masjad/maktab schools; introduction of double shift in existing schools; provision of missing facilities to existing schools; and focusing on school effectiveness and improved quality of education. In adult literacy, inputs planned are include opening of adult literacy centers and skill development centers.

Non-formal Basic Education Programme for hard to reach children

A project titled “Establishment of 82,000 Non-formal Basic Education Community Schools” was launched in 1996-97 throughout the country for disadvantaged and hard to reach children. The project is based on the idea of home schools to be run through Non-Governmental Organizations (NGOs). These schools are based on multi-grade teaching with single teacher for class I-V and age group 5-14 years. At present 10,185 NFBE schools are functioning throughout the country with enrolment of 361,747 students. The project is being implemented in collaboration with Provincial Project Coordination Offices through Provincial Education Departments. The project has been revised under new title ***“Basic Education Community School***” to open more NFBE Schools. Graduates of NFBE schools will be eligible to get admission in formal schools.

In view of acute shortage of formal middle schools, it is proposed to open 4,000 non-formal middle schools by upgrading the existing non-formal basic education schools. Allama Iqbal Open University has already launched a non-formal middle school project which is success story. A thirty-month condensed course and textbooks for grades (VI-VIII) have been developed. Allama Iqbal Open University is already offering secondary education through distant learning. In this way, a parallel but complementary non-formal education stream from primary to university has been created.

The province-wise details of existing non-formal schools, enrolment and teachers are as follows:-

Table 4.46: Province-Wise Non-formal Basic Education (NFBE) Schools

Region	Total No. of Schools	Enrolment			Teachers		
		Male	Female	Total	Male	Female	Total
Punjab	5,753	67516	130058	197574	10	5743	5753
Sindh	1509	22264	33665	55929	338	1171	1509
NWFP	1649	19719	48110	67829	40	1609	1649
Balochistan	613	5867	11868	17735	83	530	613
FATA	60	744	1656	2400	10	50	60
FANA	157	2975	3480	6455	100	57	157
AJK	60	1300	1200	2500	10	50	60
ICT	384	3465	7860	11325	11	373	384
Total	**10,185**	**123,850**	**237,897**	**361,747**	**602**	**9,583**	**10,185**

Indicator 4.4: Public Expenditure on Literacy and Non-Formal Education as a percentage of total public expenditure on Education

Literacy and Non-formal education sector are being given more consideration recently. In 2005-06, total allocations for literacy and non-formal education were around Rs. 3000 million against education sector allocations of Rs. 170,708 million in the same year.

Average Annual Allocations for Adult Literacy Programs in Pakistan vis-à-vis Total Allocation for Education Sector (2005-06) (Rs. In Million)

S.#	Program	Agency	Amount
1	President Education Sector Reform Programme (PESR)	Federal Government	100
2	Adult Literacy Program	National Commission for Human Development (NCHD)	1,000
3	100% Literacy in 4 Model Districts Mandi Bahauddin, Khushab, Khanewal and D.G.Khan	Punjab Literacy and Non-Formal Education Department	245
4	Crash Literacy Programme for Women in 10 Districts of Southern Punjab Lodhran, R.Y.Khan, Rajanpur, Bahawalpur, Bahawalnagar, Layyah, Muzaffaragarh, Multan, Vehari and Bhakkar	Punjab Literacy and Non-Formal Education Department	28
v	Literate Punjab Programme 100% Literacy in 10 Union Councils of Each of 31 Districts of Punjab	Punjab Literacy and Non-Formal Education Department	331
vi	Establishment of Provincial Literacy Management information system (LITMIS) Unit	Punjab Literacy and Non-Formal Education Department	12
vii	Post Literacy and continuing Education Programme 5 Centres for Matriculation Pilot Project in Faisalabad	Punjab Literacy and Non-Formal Education Department	2
viii	Literacy for All (LFA) Program	Elementary Education Foundation (EEF) NWFP	352
ix	Non-Formal Basic Education Schools Project	Federal Ministry of Education	500
x	District Governments Programs for Literacy and Non-Formal Education	District Governments	230
xi	NGOs and INGOs Programme (Estimated Budget)		200
			Rs.3,000 Million

Total Allocation for Education Sector in the year 2005-06	=	Rs.170,708 Million
Total Allocation for Adult Literacy and Non-formal Education.		=Rs.3,000 Million
Share of Adult Literacy Annual requirement for Literacy		=Rs.5,051 Million
Allocations		=Rs.3,000 Million
GAP		=Rs.2,051 Million

The above facts and figures are indicative that 2 percent of the education sector allocations are for literacy and non-formal education.

Total Literacy Programme (TLP)

There is a need to launch the Total Literacy Programme (TLP) in selected areas of the country taking at least one union council from each district and adopting model union council approach focusing on the following set-up:

- Establishment of adult literacy centres by adopting integrated approach i.e. basic literacy, functional literacy (post literacy) and income generating skills.
- Establishment of non-formal basic education schools for out of school children and child labour.
- Universalization of Primary Education (UPE) in respective union councils.
- Public-Private partnership.

Establishment of Community Learning Centres (CLCs)

- CLC approach has proved effective and productive in some countries of the region. Under LIFE, CLCs may also be establishment in selected districts of the country

Following suggestions/recommendations for the Promotion of Literacy, Non-formal Education and Skill Development can be considered:

i. Primary education to be made compulsory.
ii. Establishment of such organizational structure that can assume the role and responsibilities of coordination, resource mobilization, policy and planning, research and training, curriculum development, accreditation, equivalence and monitoring/ evaluation of literacy and non-formal education programs.
iii. To promote literacy, all three modes of learning which are formal, non-formal and informal should be exploited and strengthened.
iv. As far as possible, literacy programs be integrated with skill-based community development programs. Post-literacy phase be made an integral part of all literacy programs. Community libraries for neo-literates be setup at the Union Council level.
v. Universities be encouraged to play a vital role in research, training, curriculum development and material development for literacy programs and in the organization of student literacy corps.
vi. Greater attention be focused on the deprived segments of society in rural areas and urban slums, with special emphasis on female population.
vii. Strategy of achieving 100 percent literacy in selected areas be adopted to produce the emulative effect.
viii. The potential of electronic and print media be fully utilized for creating awareness, motivation of public at large for supporting literacy effort, and for delivering literacy programs.
ix. Adult literacy classes be an integral component of the evening shifts in primary schools. Summer vacation as well as idle spells between various stages of examinations may be utilized to enhance the literacy effort through student volunteer corps.
x. Appropriate legislation be enacted by the Federal, Provincial and District governments on the pattern of Literacy Act 1987, achieving the targets of total literacy.

xi. Suitable annual awards be instituted for meritorious work in the field of adult literacy at the national, provincial and local levels.
xii. Appropriate legislation be enacted to substantially increase and allocate the non-transferable and non-lapsable funds for the promotion of adult literacy.
xiii. Literacy should be comprehensive, relevant and meaningful for the learners e.g. the inclusion of Basic Literacy (reading, writing and numeracy), Functional Literacy, Computer Literacy and Income-generating Skills and also training be imparted in an integrated manner to make it more meaningful for the learners.
xiv. Literacy programs should also cover Post Literacy, Life-long and Continuing Education.
xv. Research, database and training of literacy teachers are weak areas demanding due attention and priority.
xvi. An effective and efficient system of Supervision, Monitoring and Evaluation of Literacy and Non-formal Education Programs be institutionalized.

Goal 5: Eliminate Gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality

The disparities in education can be assessed by gender, provision of finances, infrastructure and area geographical location. In EFA-MDA Country Report, the disparities has been determined by gender and geographical locations. The purpose of assessing disparities by gender and location is to examine the degree of gender gap in respect of each level of education in absolute terms as well. In this context, member governments are required to formulate and implement such policies to eliminate gender disparities on priority basis by 2005 and achieve gender equality by the year 2015. In this backdrop, Government has initiated a gender reform program to narrow down the existing gender gaps.

Indicators

Indicator 5.1	Gender Parity Index for Youth Literacy
Indicator 5.2	Gender Parity Index for Adult Literacy
Indicator 5.3	Gender Parity Index for GER in ECCE
Indicator 5.4	Gender Parity Index for GIR in Primary Education
Indicator 5.5	Gender Parity Index for NIR in Primary Education
Indicator 5.6	Gender Parity Index for GER in Primary Education
Indicator 5.7	Gender Parity Index for GER in Secondary Education
Indicator 5.8	Gender Parity Index for NER in Primary Education
Indicator 5.9	Gender Parity Index for NER in Secondary Education
Indicator 5.10	Gender Parity Index for Survival Rate to Grade Five
Indicator 5.11	Gender parity index for Transition Rate between Primary and Lower Secondary Education
Indicator 5.12	Percent of female Enrolment in Primary Education
Indicator 5.13	Percent female Enrolment in Secondary Education
Indicator 5.14	Percent of Female Enrolment in Vocational or Technical Education
Indicator 5.15	Percent of Female teachers in primary education
Indicator 5.16	Percent of Female Teachers in secondary Education
Indicator 5.17	Percent of female teachers in vocational or technical Education
Indicator 5.18	Percent of Repetition of Girls in Primary and Secondary education

Table 4.47: EFA Targets and Achievements for gender disparities

EFA Target	Period	Achievement	
		Level	GPI
Elimination of gender disparities in: • Primary Education • Secondary Education	2005	• NER of Primary education	0.82
		• NER of Secondary education	0.77

In the field of education, one is constantly concerned with a number of inter-related aspects ranging from the level of demand for and supply of educational opportunities to access and participation in education. This include quality of the teaching and learning process, internal efficiency of the education system, individual learning outcomes, impact of education on personal growth and the well being of the individual, and ultimately community and country as a whole. Equally important is the concern for equity in education to study the causes of disparities and their impact on socio-economic development of the individual and overall country.

Gender issues remains significant with reference to different kinds of data sets. At the simplest level, one can consider the absolute figures and the absolute difference between the male and female illiterates, pupils, students, teachers, etc. Equally important consideration is given to derive statistics in the form of indicators such as literacy rates, admission/intake rates, enrolment ratios, school survival rates and so on. At more sophisticated level, there is need to use specific gender-disparity indicators as well as multivariate statistical methods for the purposes of in-depth analysis.

Owing to positive actions and sensitization campaigns undertaken by Government, recent progress in female enrolment and literacy has helped to bridge gender disparities. However, obstacles and resistance to gender equality in education persist, especially in rural or marginalized areas, where traditional attitudes and poverty are predominant and the education supply is insufficient to meet the demand.

As mentioned earlier, Pakistani women constitute 48 percent of the population. Government is committed to reduce and narrow gender disparity and empower women significantly through education. According to Vision 2030, gender equality and gender justice entails equality of opportunity for all citizens both women and men. Recent government interventions have improved empowerment of women by giving them representation at Federal, Provincial, Local electoral bodies and in other spheres of life. The Women Protection Bill 2006 is another important step in empowering women.

The Millennium Development Goals Report 2006 recognizes gender mainstreaming as essential factor for prosperity. Goal III of MDGs particularly focuses on inequalities in access to education being faced by females. Consequently, a target has been laid for primary and secondary education to purge gender disparity by 2005 if possible and by 2015 in all levels of education.

Education Sector Reforms addressed the delivery gaps in education and accomplished some of the target set for primary education and literacy. It established schools with female teachers and gave incentives to girls for education with food supplement programme. Its main focus has been female on literacy and to reduce the gender gap at all levels of education.

The current situation indicates that out of total primary school enrolment, 43 percent are females and proportion of female primary school teachers is 45 percent. At secondary level, enrolment of females is 42 percent; and about 58 percent are female secondary school teachers.

Indicator 5.1: Gender Parity Index for Youth Literacy

Table 4.48: Youth Literacy by Gender (15-24 years old)

Period	% Literate 15 -24 Year Olds			GPI
	Male	Female	Absolute gender gap (Percentage points)	
2001-02	73	52	21	0.72
2003-04	75	54	21	0.72
2005-06	77	55	22	0.72

Source: Pakistan Education Statistics 2000-01 & 2001-02, AEPAM, Ministry of Education

There is an increase in youth literacy along with increase in number of both males and females. The GPI is 72 percent which means that there are 72 female literate to every 100 male literate of age group 15-24. (See indicator 3.1)

Table 4.49: Urban and Rural Comparisons: Gender Parity Index for Youth Literate (15-24)

Year	Urban	Rural
2001-02	0.90	0.49
2003-04	0.95	0.57
2005-06	0.93	0.60

Data reflects that the gender disparity is decreasing in both urban and rural areas in each year. However there is more disparity in rural areas as compared to urban areas. In rural areas, GPI indicates gradual increase among female youth literates from 0.49 to 0.60 in 2005-06.

Indicator 5.2: Gender Parity Index for Adult Literacy

Table: 4.50: Adult Literacy by Gender

Year	% Literate 15 + Year Olds			GPI
	Male	Female	Absolute gender gap (Percentage points)	
2001-02	57	29	28	0.51
2003-04	62	35	27	0.57
2005-06	65	38	27	0.58

Source: Pakistan Education Statistics 2000-01 & 2001-02, AEPAM, Ministry of Education

The absolute number of adult literates aged 15 and above has increased during from 2001-02 to 2005-06. However, GPI indicated slight decline from 28 percent in 2001-02 to 21 percent in 2005-06. The gender parity index among adult literates has improved in 2005-06 from 51 percent to 58 percent. (See indicator 4.1)

Indicator 5.3: Gender Parity Index: Gross Enrollment Ratio in Early Childhood Education

Table 4.51: Gender Parity Index for GER in ECE and absolute gaps

Year	GER Male (In Percentage)	GER Female (In Percentage)	Absolute gender gap (%age points)	Gender Parity Index
2001-02	40	33	7	0.83
2003-04	48	40	7	0.85
2005-06	97	85	12	0.85

The gender parity amongst male and female children in ECE Program has been minimized and improved from 0.83 in 2001-02 to 0.85 during 2005-06. This means that for every 100 male children in ECE Program, there are 85 female children which is a healthy sign towards reducing the gender gap.

Table 4.52: Urban and Rural Comparisons: Gender Parity index based on Gross Enrolment ratio of ECE Program

Year	Urban	Rural
2001-02	1.07	0.79
2003-04	1.18	0.81
2005-06	0.97	0.84

It is interesting to note that in urban areas the proportion of GPI in GER for ECE children favored female children in 2001-02 and 2003-04. Similarly, the trend is also encouraging in rural areas as it has increased from 0.79 (2001-02) to 0.84 (2005-06).

Indicator 5.4: Gender Parity Index: Gross Intake Rate (GIR) in grade I

Table 4.53: Gender Parity Index for GIR and absolute gaps in Primary Education

Year	GIR Male (In percentage)	GIR Female (In percentage)	Absolute gender gap (Percentage Points)	Gender Parity Index
2001-02	110	81	29	0.74
2003-04	116	90	26	0.77
2005-06	121	111	10	0.91

The table indicates that absolute gender gap in grade I at primary level was 29 percentage points in 2001-02 which gradually reduced to 10 percentage points in 2005-06. The gender parity index is getting very closer to parity i.e. 91 percent in grade I.

Table 4.54: Urban and Rural Comparisons: Gender parity index for GIR in Primary Education

Year	Urban	Rural
2001-02	0.72	0.75
2003-04	0.75	0.78
2005-06	0.88	0.93

Government has taken various initiatives to maximize participation of rural female population in primary education. Gender parity index in each year has narrowed down more rapidly in rural areas than urban areas regarding gross intake rate in primary education. It was closer to parity (0.93) in rural areas in 2005-06. This situation indicates that intervention as desired by EFA are in place and proving successful in achieving the targets.

Indicator 5.5: Gender Parity Index (GPI): Net Intake Rate (NIR) in grade I.

Table 4.55 Gender Parity Index for NIR and absolute gaps

Year	Male	Female	Absolute gender gap (percentage points)	Gender Parity Index (GPI)
2001-02	88	65	23	0.74
2003-04	93	72	21	0.77
2004-05	97	89	9	0.91

Source: Pakistan Education Statistics 2001-02 to 2005-06, AEPAM, Ministry of Education

The female participation at primary level of education is at rise as compared to male. The GPI indicates improvements i.e. for every 100 male children at primary schooling there were 74 female children in 2001-02, 77 in 2003-04 and the number further increased to 91 female children in 2005-06. It reflects that GPI intake in grade I has been minimized.

Table 4.56: Urban and Rural Comparisons: Gender parity index for NIR in Primary Education

Year	Urban	Rural
2001-02	0.72	0.75
2003-04	0.75	0.78
2005-06	0.88	0.93

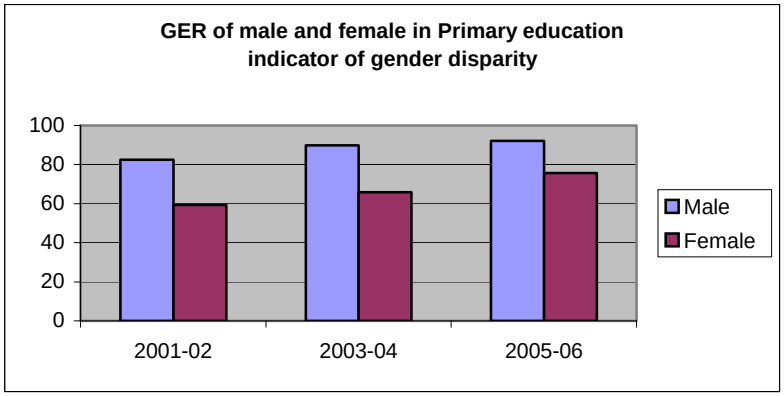
The gender parity index was narrowing down in respects of net intake for primary levels in both urban and rural areas. The GPI is better in rural areas as compared to the urban areas.

Indicator 5.6: Gender Parity Index for GER in Primary Education

Table 4.57: GPI at Primary Level

Year	Male	Female	Absolute gender gap (Percentage points)	GPI
2001-02	83	59	24	0.72
2003-04	90	66	24	0.73
2005-06	92	76	16	0.82

Source: Pakistan Education Statistics 2001-02, AEPAM, Ministry of Education



The data reveals that gender gap in schooling was more pronounced in 2001-02 (23%) and in 2003-04 (24%). Later, the gender gap narrowed to 16 percent in 2005-06. The GPI has gradually improved from 72 percent in 2001-02 to 82 percent in 2005-06.

Table 4.58: Urban and Rural Comparisons: Gender parity index for GER in Primary Education

Year	Urban	Rural
2001-02	0.89	0.63
2003-04	0.90	0.64
2005-06	0.96	0.76

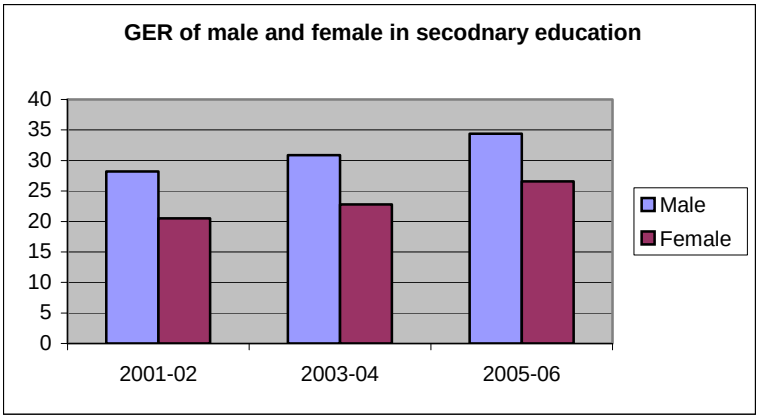
In both urban and rural areas, gender parity index has improved since 2001. It has increased from 0.89 to 0.96 in urban and from 0.63 to 0.76 rural areas. In urban areas, gender parity has almost been achieved at primary level.

Indicator 5.7: Gender Parity Index for GER in Secondary Education

Table 4.59: GPI at Secondary Level

Year	Male	Female	Absolute gender gap (Percentage points)	GPI
2001-02	28	21	7	0.73
2003-04	31	23	8	0.74
2005-06	34	27	7	0.77

Source: Pakistan Education Statistics 2001-02, AEPAM,Ministry of Education, Islamabad



The absolute gender gap for GER at secondary level indicates that female gross enrolment ratio has improved by 7 percent in 2005-06.

Table 4.60: Urban and Rural Comparisons: Gender parity index for GER in Secondary Education

Year	Urban	Rural
2001-02	0.91	0.57
2003-04	0.92	0.56
2005-06	0.97	0.58

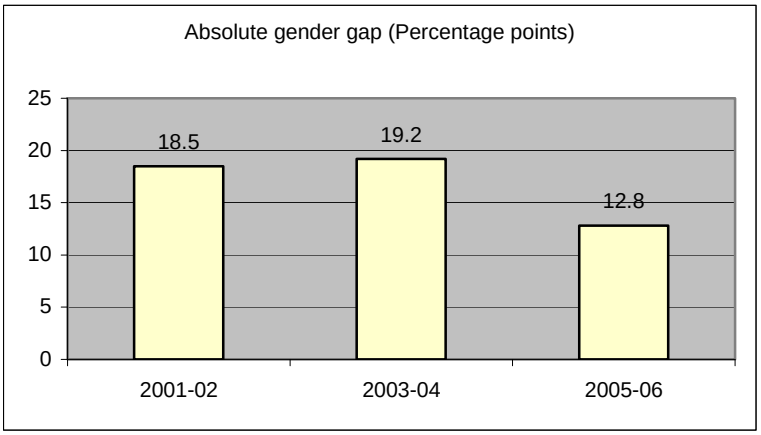
The gender parity for GER at secondary level is gradually improving in both urban and rural areas. The situation in urban areas is heading towards parity from 0.91 in 2001-02 to 0.97 in 2005-06.

Indicator 5.8: Gender Parity Index for NER in Primary Education

Table 4.61: GPI for NER at Primary Level

Year	Male	Female	Absolute gender gap (Percentage points)	GPI
2001-02	66	48	18	0.72
2003-04	72	53	19	0.73
2005-06	72	59	13	0.82

Source: Pakistan Education Statistics 2001-02, AEPAM, Ministry of Education



The data reveals that in net enrolment ratio at primary level, gender gap has narrowed from 18.5 percent in 2001-02 to 12.8 percent in 2005-06 which means that now for 100 male children there are 82 female children participating in primary education. This situation reveals considerable achievements in EFA by mid decade.

Table 4.62: Urban and Rural Comparisons: Gender Parity Index for NER in Primary Education

Year	Urban	Rural
2001-02	0.89	0.63
2003-04	0.90	0.64
2005-06	0.96	0.76

The gender parity index in rural area has increased mainly due to new initiatives and targeted interventions. The gender parity index is showing positive trend i.e. improved from 0.63 in 2001-02 to 0.76 in 2005-06. In urban areas, situation is encouraging towards achieving equality.

Indicator 5.9: Gender Parity Index for NER in Secondary Education

Table 4.63: GPI for NER at Secondary Level

Year	Male	Female	Absolute gender gap (Percentage points)	GPI
2001-02	23.0	16.0	6.0	0.73
2003-04	25.0	18.0	7.0	0.74
2005-06	27.0	21.0	6.0	0.77

In secondary education, NER has registered increasing trend and gender parity index is narrowing down form 0.73 in 2001-02 to 0.77 in 2005-06.

Table 4.64: Urban and Rural Comparisons: Gender Parity Index NER in Secondary Education

Year	Urban	Rural
2001-02	0.91	0.57
2003-04	0.92	0.56
2005-06	0.97	0.58

GPI at secondary level is gradually increasing in both rural and urban areas. The gender parity index in rural areas is progressing slowly from 0.57 in 2001-02 to 0.58 in 2005-06. However, the situation in urban areas is encouraging.

Indicator 5.10: Gender Parity Index for Survival rate to Grade 5

Table 4.65: GPI for Survival Rate to grade V

Year	Survival Rate to Grade 5			GPI
	Male	Female	Absolute gender gap (Percentage points)	
2001-02	53	64	-11	1.21
2003-04	61	57	4	0.93
2005-06	72	73	-1	1.02

Source: Pakistan Education Statistics 2000-01 & 2005-06, AEPAM, Ministry of Education

The survival rate of children to grade 5 at primary level tends to be in favor of females. The absolute gap was 11 percentage points with gender parity index 1.21 in 2001-02. However, absolute gender parity gap narrowed in 2005-06 but GPI remained in favor of female children of grade V.

Table 4.66: Urban and Rural Comparisons: Gender Parity Index for Survival Rate to Grade 5

Year	Urban	Rural
2001-02	1.14	1.20
2003-04	1.19	0.83
2005-06	1.00	0.99

Data reflects the gender parity indices were supportive to female in both urban and rural areas. This means that in 2001-02, 114 female children survived as against 100 male children to grade V. The GPI in both areas is reflecting achievement towards EFA goal in said context.

Indicator 5.11: Gender Parity Index for transition rate between primary level and lower secondary level of education

Table 4.67: GPI for Transition Rate from Primary to Lower Secondary

Year	Transition rate Primary Level to Secondary Level			GPI
	Male	Female	Absolute gender gap (Percentage points)	
2001-02	69	70	-1.0	1.02
2003-04	75	76	-1.0	1.02
2005-06	75	80	-5.0	1.07

Source: Pakistan Education Statistics 2000-01 & 2005-06, Ministry of Education

Transition rate from primary level to lower secondary is increasing year by year. The absolute gap in transition of children from primary to lower secondary level has been in favor of female children from 2001-02 to 2005-06. Similarly, the gender parity index remained supportive to females from 2001-02 to 2005-06

Table 4.68: Urban and Rural Comparisons: Gender Parity Index for Transition Rate between Primary Level to Lower Secondary Level of Education

Year	Urban	Rural
2001-02	0.99	0.92
2003-04	1.01	0.90
2005-06	1.03	0.99

The gender parity index for transition of children from primary to secondary level of education in urban areas is again supporting females because it improved to 1.01 in 2003-04 and 1.03 in 2005-06. This means that there are 101 and 103 female children who transit from primary school to lower secondary school in 2003-04 and 2005-06 respectively. In rural areas, GPIs are also very encouraging and moving towards parity.

Indicator 5.11: Gender Parity Index for transition rate from lower secondary to Upper Secondary level of education

Table 4.69: GPI for Transition from Lower to Upper Secondary

Year	Transition rate Lower Secondary level to Upper Secondary Level			GPI
	Male	Female	Absolute gender gap (%age points)	
2001-02	82	70	12	0.85
2005-06	87	86	1	0.99

Source: Pakistan Education Statistics 2000-01 & 2005-06, Ministry of Education, Islamabad

Transition of children from lower secondary to upper secondary is almost equal among both males and females in 2005-06. In 2001-02, absolute gender gap was 12 percent which, tremendously narrowed to 1.0 in 2005-06.

The gender parity index in 2005-06 appeared as highly significant with 99 percent. This means that almost the parity in respect of transition of children from lower secondary to upper secondary has been achieved.

Table 4.70: Urban and Rural Comparisons: Gender Parity Index for transition rates between lower secondary to upper secondary Education

Year	Urban	Rural
2001-02	0.75	1.01
2005-06	1.02	0.82

The gender parity index for transition of urban and rural children from lower secondary to upper secondary has been encouraging from 2001-02 to 2005-06. GPI in urban areas is in favor of females.

Indicator 5.12: Percentage of female enrolment in Primary Education

Table 4.71: Female Enrolment at Primary Level

Year	Female Enrolment	Total enrolment in Primary Education	Percentage
2001-02	5,871,278	14,560,342	40
2003-04	6,605,824	16,207,287	41
2005-06	7,287,788	16,834,417	43

Females are the key counterparts of males in the society. It is imperative to ascertain the equal proportion of females in different levels of education. The data revealed that the percentage of female enrolment in primary education to total enrolment of primary education was 40 percent in 2001-02 which increased to 43 percent in 2005-06. The situation reflects positive trend in enrolment of females at primary level.

Table 4.72: Urban and Rural Comparison: Proportion of females Enrolment in Primary Education

Year	Urban	Rural
2001-02	46	37
2003-04	46	37
2005-06	48	41

The analysis indicates gradual increase in the proportion of female enrolment in both rural and urban areas. When compared, the percentage of females are increasing however, it is not equal in urban and rural areas. In urban areas, the proportion has increased from 46 percent in 2001-02 to 48 percent in 2005-06. In rural areas, it has improved to 41 percent in 2005-2006 from 37 percent in 2001-02.

Indicator 5.13: Proportion of female in Secondary Education

Table 4.73: Proportion of females in Secondary Education

Year	Female enrolment in secondary education	Total enrolment in Secondary education	Percentage
2001-02	2,586,754	6,393,153	40
2003-04	2,969,178	7,271,995	41
2005-06	3,568,409	8,487,553	42

The trend reflects that female participation is continuously increasing at secondary level. There is an increase of about one million females at secondary level since 2001-02. The proportion of female enrolment to total secondary enrolment has also been increased from 40 percent in 2001-02 to 42 percent in 2005-06.

Table 4.74: Urban and Rural Comparisons: proportion of female in Secondary Education

Year	Urban	Rural
2001-02	46	35
2005-06	48	41

In rural areas, proportion of females in secondary education is comparatively lower than urban areas but still increased from 46 percent in 2001-02 to 48 percent in 2005-06. It has also increased in secondary education from 35 percent in 2001-02 to 41 percent in 2005-06.

Indicator 5.14: Proportion of females in Vocational and Technical Education

Table 4.75: Participation of Females in Technical and Vocational Education

Year	Female Enrolment in TVE	Total Enrolment in TVE	Percentage
2001-02	17,000	75,000	23
2005-06	89,646	238,687	38

The trend reflects increase in the proportion of female in vocational and technical education also. The percentage of female's enrolment in Vocational and Technical Education out of the total enrolment is as 23%in 2001-02 which increased to 38 percent in 2005-06. Data indicates a growing trend for female participation in technical and vocational education every year.

The proportion of female enrolment in Technical and Vocational Education is comparatively more in rural (43 %) than urban areas (36 %).

Indicator 5.15: Proportion of female teachers in Primary education

Table 4.76: Number of female teachers at primary level

Year	Female Teachers in primary education	Total primary school teachers	Percentage
2001-02	183,463	413,920	44
2003-04	195,329	432,222	45
2005-06	198,089	440,569	45

The number of female teachers in primary education has registered more than 8 percent increase since 20001-02. Their proportion has increased from 44 percent in 2001-02 to 45 percent in 2005-06. However, the proportion of female teachers in primary education was almost constant. There is a need to recruit more female teachers in rural areas to achieve gender balance.

Indicator 5.16: Proportion of Female teachers in Secondary Education

Table 4.77: Proportion of Females Teacher sin Secondary Education

Year	Female teachers in Secondary education	Total secondary school teachers	Percentage
2001-02	292,602	566,059	52
2003-04	310,489	587,011	53
2005-06	432,953	742,366	58

The number of female teachers in secondary education has increased by 0.14 million (47%) at secondary level since 2001-02 and eventually their proportion has also registered increase from 52 percent in 2001-02 to 58 percent in 2005-06.

Table 4.78: Urban and Rural Comparisons: Proportion of female teachers in Secondary Education

Year	Urban	Rural
2001-02	65	39
2003-04	66	39
2005-06	69	46

The data reflects positive trend for female teachers in both urban and rural areas since 2001-02. The proportion of female teachers in urban secondary schools has increased from 65 percent in 2001-02 to 69 percent (2005-06) and in rural areas; it increased from 39 percent in 2001-02 to 46 percent in 2005-06.

Indicator 5.17: Proportion of female teachers in Vocational and Technical Education

Table 4.79: Number of female teachers in vocational and technical education

Year	Female teachers in Vocational and Technical Education	Total teachers in Vocational and Technical Education	Percentage
2001-02	1,863	7,192	26
2005-06	4,658	14,565	32

The number of female teachers in Vocational and Technical Education (TVE) has increased tremendously by 150 percent and their proportion to total has also increased from 26 percent in 2001-02 to 32 percent in 2005-06. Proportion of female teachers to the total TVE is almost similar in both urban and rural areas (32% & 33 %) respectively.

Indicator 5.18: Percent of repetition rate of girls in primary education

Table 4.80: Repetition rate at Primary Level

Grade	Repetition Rates (%)		
	Total	Male	Female
Grade I	3.5	3.6	3.3
Grade II	2.8	3.0	2.6
Grade III	2.6	2.6	2.5
Grade IV	3.1	3.1	3.1
Grade V	3.0	3.3	2.6
Overall Repetition Rate from Grade I-V	15.0	15.6	14.1

Source: National Education Census, 2005-06

The data indicates that repetition rate among females at primary level is lower than their male counterparts. However, repetition rate among females is higher in grade I than other grades.

Table 4.81: Number of illiterate of age 15-24 years by gender and the relative gaps

Year	Number of Youth illiterate of age 15-24 (In million)			Absolute gap (F-M) (millions)	Percentage of female	F-M/F x 100
	Total (1)	Male (2)	Female (3)	(4)	(5)	(6)
2001-02	11.3	4.3	7.0	2.7	61.9	38.6
2003-04	11.4	4.2	7.2	3.0	63.2	41.7
2006-06	11.5	4.1	7.4	3.1	64.3	44.6

The female youth illiterates are higher than that of male youth illiterates in each year. At the absolute gap in terms of rank, there is consistency among male and female youth illiterates in 2005-06 as compared to 2001-02.

Details related to issue of provision of quality education may be seen in Goal 6.

Pakistan has committed to achieve gender parity under the EFA commitment by the year 2015. Based on the findings of GPIs, it is revealed that to get parity in the education system, efforts need to be accelerated with renewed commitment to achieve gender parity by the year 2015 in all spheres of education. Government's incentive based approach to get girls enrolled needs further expansion and strengthening to remove gender disparity and ensure gender parity in near future. Whereas, Government has launched a media campaign for literacy with special attention on girls education, however results are still not encouraging in remote areas. These areas need particular attention and initiatives to get girls into schools.

Goals 6: Improve all aspects of the quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Quality is a relative term; however it can be defined in terms of measuring learning outcomes for which methodology may vary from case to case. Generally, methodology includes examinations, quality assessment programmes etc. Government is committed to provide education to all. It is also cognizant to provide quality education. It has introduced National and Provincial Education Assessment Systems (NEAS & PEAS) at national and provincial levels. Efforts are being made to improve teacher qualifications, training programs, textbooks and school learning environment.

Indicators

Indicator 6.1 Percentages of Primary School Teachers having the Required Academic Qualification
Indicator 6.2. Pupil-teacher ratio (PTR) for primary education
Indicator 6.3. Pupil-teachers ratio (PTR) for secondary education
Indicator 6.4. Public Expenditure on Education as Percent of Total Government Expenditure
Indicator 6.5. Public Expenditure on Education as Percentage of Gross National Produced (GNP)
Indicator 6.6. Public Expenditure on Primary Education per Pupils as Per cent of GNP per Capita
Indicator 6.7. Public Expenditure on Secondary Education per Pupils as percent of GNP per Capita
Indicator 6.8. Percentage of Schools with Improved Water Sources and Adequate Sanitation Facilities
Indicator 6.9. Survival Rate to Grade 5

Schooling can be conceived as a triangle interaction between teacher, students and education. The quality of learning depends on the intensity of the interaction between the teacher and the taught. In this context, role of teachers is much important as the quality of education largely depends on the quality of teacher.

Government is making all possible efforts through implementation of Education Sector Reforms to assure quality of education. A substantial progress has been made in expanding the access to education. However, continuous efforts are required to address effectiveness and efficiency of education in order to achieve the target set under EFA initiative.

The delivery of quality education at all levels for improving the quality of human capital requires a comprehensive, logical and integrated approach. Therefore, quality improvement and school effectiveness are the key elements of the EFA-NPA. The main quality inputs inter alia, include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult) textbooks development, teachers training, literacy curriculum etc.

Quality Education for All: Challenges, Trends and Priorities

Quality of education is one of the priority area in Education Sector Reforms. Emphasis has given on improving all aspects of quality education and ensuring excellence so that recognized and measurable learning outcomes are achieved. Several key inputs have been planned which will contribute effectively towards the improvement of quality of education. Basically, quality improvement plans ensure the development of a more relevant, learner-centered curriculum, which is supported by, and linked with the development of higher quality textbooks, teacher training process and assessment methods as well as other aspects of education. An overriding issue in the education sector was the unavailability of high quality, reliable and standardized data. Now this deficiency has been removed through National Education Census and comprehensive database on all categories of institutions are available.

The Vision of Education Sector Reforms

- → Quality education enabling all citizens to reach their maximum potential;
- → Produce responsible enlightened citizens;
- → Integrate Pakistan into the global framework of human-centered economic development.

Indicator 6.1: Percentage of Primary School Teachers having the required academic qualification

Table 4.82: Qualifications of Primary School Teachers

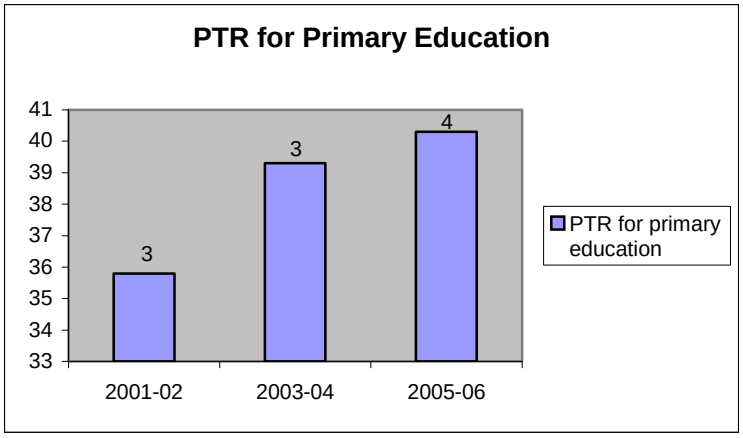
Year	Total number of primary teachers with required academic qualification			Total number of primary teachers			Primary teachers having the required academic qualification (In Percentage)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2001-02	230,457	183,463	413,920	230,457	183,463	413,920	100.0	100.0	100.0
2003-04	236,893	195,329	432,222	236,893	195,329	432,222	100.0	100.0	100.0
2005-06	242,480	198,089	440,569	242,480	198,089	440,569	100.0	100.0	100.0

All the primary school teachers working in education system fulfill the required minimum academic qualification since 2001-02. Among the recent initiative, the efforts are underway to up grade the required qualifications of primary school teachers to graduate level.

Indicator 6.2: Pupils-teacher ratio (PTR) for Primary Level

Table 4.83: Pupil teacher ratio at primary level

Year	Total Number of pupil in primary level	Total number of teachers in primary level	PTR for primary education
2001-02	14,838,551	413,920	36
2003-04	16,981,361	432,222	39
2005-06	17,906,869	443,974	40



The pupil-teachers ratio (PTR) is an important determinant of quality as it reflects the working load on a teacher which has direct impact on the quality of education. PTR at primary level of education has increased from 36 in 2001-02 to 40 in 2005-06. Whereas, this development indicates the increase in school intake and survival rate, however it also reflects the need to bring more teachers in the system to maintain a adequate PTR.

Table 4.84: Urban and Rural Comparisons: Pupils Teachers Ratios at primary level of education (PTR)

Year	Urban	Rural
2001-02	41	34
2003-04	44	37
2005-06	43	39

The PTR has shown increase in both urban and rural areas. PTR in rural increased from 34 to 39 and in urban areas from 41 to 43.

Indicator 6.3: Pupils-teacher ratio (PTR) for Secondary Level

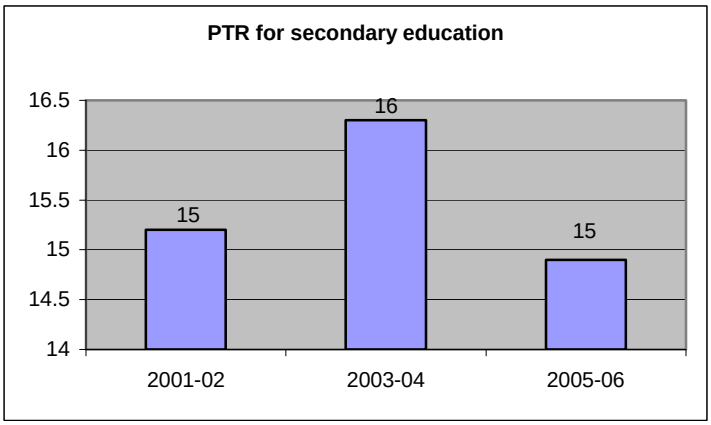
Table 4.85: PTR at Secondary Level

Year	Total Number of pupil in secondary level	Total number of teachers in secondary level	PTR for secondary education
2001-02	8,217,966	539,565	15
2003-04	9,076,202	557,281	16
2005-06	10,898,838	731,825	15

Though there is an increase in enrolment but pupil-teachers ratio remained constant as 15:1 at secondary level since 2001-02. The data shows substantial increase in the number of teachers which is a part of the strategy to achieve the EFA goals.

Table 4.86: Urban and Rural Comparisons: Pupil Teacher Ratios at Secondary level of Education

Year	Urban	Rural
2001-02	13	17
2003-04	14	18
2005-06	12	18



In 2001-02, PTR in urban secondary schools reduced from 13 to 12 (2005-06). In rural areas, PTR slightly increased from 17 students per teacher in 2001-02 to 18 in 2005-06. This indicates that new teachers are being continuously inducted into the system as the enrolment at secondary level is continuously increasing.

Indicator 6.4: Public Expenditure on Education as percentage of Total Government Expenditure

Table 4.87: Public Expenditure on Education

Year	Total Public Expenditure on education (Rs. In Million)	Total Government Expenditure (Rs. In Million)	Public expenditure on education as percent of total government expenditure
2001-02	78,924.971	826,250.00	9.55
2003-04	124,274.476	940,357.000	13.22
2005-06	170,708.773	1,401,900.000	12.18

Source:
1. Financing of Education in the Public Sector 2006, Ministry of Education, Government of Pakistan
2. Economic Survey of Pakistan 2006-07, Finance Division, Government of Pakistan

As per commitment, Government is continuously increasing its expenditure on education. Financial allocations are increased from 78.9 billion (2001-02) to 170.7 billion (2005-06). The percentage of public expenditure on education to total government expenditure has increased from 9.55 percent in 2001-02 to 12.18 percent in 2005-06.

Indicator 6.5: Public Expenditure on Education as Percent of Gross National Product

Table 4.88: Public Expenditure on Education by GNP

Year	Total Public Expenditure on Education (Rs. In million)	Gross National Product (Rs. In million)	Public Expenditure on Education as percentage of GNP
2001-02	78,924.971	14,476,319.000	1.76
2003-04	124,274.476	5,765,058.000	2.16
2005-06	170,709.733	7,743,755.000	2.20

Source: 1. Financing of Education in the Public Sector 2006, Ministry of Education, Government of Pakistan
2. Economic Survey of Pakistan 2006-07, Finance Division, Government of Pakistan

It is recorded that the public expenditure on education as percentage of GNP has increased from 1.76 in 2001-02 to 2.20 in 2005-06. Pakistan despite having financial constraints is honoring Dakar commitment by increasing budgetary provisions continuously and still intends to increase it further to 4% of GDP.

Indicator 6.6: Public Expenditure on Primary Education per pupil as percent of GNP per Capita.

Table 4.89: Public Expenditure by per Pupil at Primary Level

Year	Public Expenditure per pupil as percent of GNP per Capita for primary Education
2001-02	4.04
2003-04	8.49
2005-06	8.77

Source

1. Pakistan Education Statistics, 2001-02 to 2005-06, Ministry of Education
2. Financing of Education in the Public Sector 2006, Ministry of Education,
3. Economic Survey of Pakistan 2006-07, Finance Division, GoP
4. Population Projection 1998-2003, NIPS, 2005.

The public expenditure per pupil as percent of GNP per Capita for primary education has almost been double from 4.04 percent in 2001-02 to 8.77 percent in 2005-06.

Indicator 6.7: Public Expenditure on Secondary Education per pupil as percent of GNP per Capita.

Table 4.90: Public Expenditure by Per Pupil at Secondary Level

Year	Public Expenditure per pupil as percent of GNP per Capita for Secondary Education
2001-02	6.36
2003-04	10.03
2005-06	9.68

Source: 1. Pakistan Education Statistics, 2001-02 to 2005-06, AEPAM, Ministry of Education

The public expenditure per pupil as percentage of GNP per capita for secondary education has been increased from 6.36 percent in 2001-02 to 9.68 percent in 2005-06. This increase will obviously result into improvement of quality of education.

Indicator 6.8: Percentage of Schools with improved water sources and adequate sanitation facilities

A comprehensive National Scheme has been formulated to provide missing facilities in schools. Drinking water and sanitation remains the priority area in the Government initiatives. An integrated policy has also been implemented to accelerate the provision of clean drinking water to entire population and to maximize the sanitation coverage. Mid-Term Development Framework (MTDF) 2005-10 also aims at sustainable access to safe water and hygienic disposal of waste in urban and rural areas.

Table 4.91: Status of Facilities in Schools

Year	Number of Schools with improved water sources	Number of School with adequate sanitation facilities	Total number of School	Percent of school with improved water sources	Percentage of school with adequate sanitation facilities
2001-02	88,798	69,060	155,687	57	44
2003-04	74,158	63,258	157,283	47	40
2005-06	152,594	139,152	220,727	69	63

It is evident that for an effective teaching-learning environment, facilities such as clean drinking water and adequate sanitation are essential. 57 percent schools were having drinking water facility whereas 44 schools had adequate sanitation facilitates in 2001-02. The situation in both aspects has improved in 2005-06 and now 69 percent schools have drinking water and 63 percent have adequate sanitation facilities.

Table 4.92: Urban and Rural Comparisons: Percentage of School with Improved Water and Adequate Sanitation Facilities

Year	Urban		Rural	
	Percentage of schools with improved water sources	Percentage of schools with adequate sanitation facilities	Percentage of schools with improved water sources	Percentage of schools with adequate sanitation facilities
2001-02	73	68	55	41
2003-04	70	59	44	38
2005-06	90	88	63	56

According to the data, 73 percent schools had drinking water facility in urban areas in 2001-02 which improved substantially to 90 percent in 2005-06. In rural areas, situation shows improvement from 55 percent in 2001-02 to 63 percent in 2005-06. The sanitation facilities have also been improved from 68 percent to 88 percent in urban areas and from 41 percent to 56 percent in rural areas during 2005-06.

Indicator 6.9 Survival Rate to Grade 5: Please see Goal 2, (Indicator 2.12)

Though the Government has taken several steps to improve the quality aspect in education delivery mechanism, however there are areas which need further and immediate attention to improve the situation. Pakistan is currently spending 2.49 percent of its GDP on education sector which by all standards ought to be 4 percent of GDP. Therefore, Government must increase the financial outlay without any further delay. To improve quality of teachers, there is need to standardized and institutionalized teacher training programs, accreditation and certification regime. In this context, private-public partnership needs to be encouraged in areas of teacher education and professional development. There is also need to enhance the use of information and communication technologies for teacher training.

SECTION V

WHERE DOES PAKISTAN STAND ON THE SIX GOALS OF EDUCATION FOR ALL: NATIONAL AND PROVINCIAL SCENARIO

5.1 SIX EFA GOALS – PROGRESS

Post Dakar period (2001-02: 2005-06) has been very vibrant and dynamic. There is visible progress among all the indicators related to six EFA goals. One can predict if this momentum accelerates year by year, Pakistan will be in a position to achieve most of the EFA goals by 2015.

Goal 1: Expanding and Improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Early Childhood Education (ECE) is considered a significant input towards the readiness of child for primary education. On one hand, it provides necessary maturation and readiness to the child for meeting the demands of primary education and on the other hand; it positively affects the intake rate and retention of children in primary schools. National policy of education advocates the holistic development of child particularly from the view point of physical health, psychological and social growth to make it activity oriented, understandable and enjoyable to caution against the danger of reducing it to teaching of three "Rs" i.e., reading, writing and arithmetic. The Programme of early childhood education is being implemented all over the country. Efforts have gained momentum during post Dakar period to integrate early childhood education into the system and also to extend institutionalized educational facilities to it in public sector. Pre-school education in both urban and rural areas is continuously expanding in the country.

Table 5.1: Goal 1 – Analysis of Indicators (In Percentage)

Province/ Region	Indicator 1 GER for ECCE			Indicator 2 New Entrant in primary education with ECE Exp			Indicator 3 Private sector enrolment to enrolment of ECE			Indicator 4 Trained ECCE Teachers		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**36**	**44**	**91**	**64**	**59**	**74**	_	_	**38**	_	_	**47**
Punjab	40	44	99	70	66	85	_	_	42	_	_	43
Sindh	17	20	59	14	15	28	_	_	52	_	_	46
NWFP	37	69	115	91	92	99	_	_	26	_	_	46
Balochistan	52	57	80	155	145	155	_	_	15	_	_	74
AJK	59	58	92	141	134	95	_	_	38	_	_	60
FATA	86	101	117	101	75	111	_	_	12	_	_	93
FANA	41	51	89	131	151	86	_	_	48	_	_	48
ICT	14	12	57	23	23	28	_	_	77	_	_	74

In order to cater the educational / learning needs of 3-4 year age group children, pre-primary education is being offered under different denominations such as Katchi Class, Nursery, Pre-nursery, Kindergarten I and II. In current education policy 1998 – 2010, a clear-cut policy provision has been made, stating that Katchi class at primary level shall be introduced in all formal schools as apartof effort to improve the achievement of pupils.

Out of 7.8 million children population (age group: 3-4 year), 7.1 million children have been enrolled in ECE program. An increase of 146 percent has been noticed in 2005-06 over 2001-02. The overall

gross enrolment ratio was 91 per cent in 2005-06 against the National Plan of Action target of 50 percent by 2015 and Mid Term NPA target of 32 percent by 2005-06.

The provincial situation reflects the gradual increase of GER for ECE in Pakistan. This increase in GER is encouraging milestone to meet the targets of EFA (Indicator I). The percentage of new entrants in Grade I with ECE exposure in primary education has increased in all provinces; though pace varies in 2005-06 (Indicator 2). The percentage of ECE enrolment in private schools is recorded as 38 percent which is quite similar to the overall proportions of private school enrolment in the system. In some provinces private sector needs incentives and support to play their role more effectively (indicator 3). The proportion of trained teachers in ECE ranges from 93% to 43% (2005-06) in different areas. The overall ECE trained teachers participation is 47 percent in private sector (Indicator 4).

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

The national education policy advocates free and universal primary education of improved quality for all children with special emphasis on females and deprived groups. Monitoring system is the place to evaluate the impact of new interventions and the education sector reforms. The government has increased the financial allocation manifold since Dakar Declaration 2000. An Ordinance on Compulsory Primary Education has been promulgated in the provinces. The National Plan of Action for Education For All (EFA) are the key efforts to realize EFA goals.

The analysis of the indicators related to ensuring access to, and free and compulsory primary education in Pakistan (Goal 2) reflects development and significant achievements. The situation reveals considerable improvement in gross and net intake rate as well as gross and net enrolment at primary and secondary levels, besides the decrease in repetition rates, enhancement in survival rates and public expenditure on education.

Table 5.2 (a): Goal 2 – Analysis of Indicators (In Percentage)

Province/ Region	Indicator 1 **GIR** in Primary Education			Indicator 2 **NIR** in Primary Education			Indicator 3 **GER i**n Primary **Education**			Indicator 4 **GER** in Secondary Education			Indicator 5 **NER** in Primary Education		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**96**	**103**	**116**	**77**	**83**	**93**	**71**	**78**	**84**	**24**	**27**	**31**	**57**	**63**	**66**
Punjab	102	96	111	81	77	89	76	82	87	26	29	33	61	65	68
Sindh	105	137	146	84	110	117	67	78	86	22	25	27	53	63	67
NWFP	83	97	117	66	78	94	74	80	85	27	29	32	59	64	66
Balochistan	65	70	79	52	56	63	43	47	51	13	14	15	35	38	40
AJK	55	54	73	44	43	58	56	56	74	34	33	36	45	45	57
FATA	95	111	103	76	89	82	65	76	68	11	13	14	52	61	53
FANA	54	65	100	43	52	80	50	60	106	20	21	38	40	48	83
ICT	123	119	91	99	95	73	134	128	108	70	78	82	107	102	84

The pace of development and net achievement varies in different provinces due to multiple factors such as capacity, trained manpower particularity planners, mangers etc. However, the impact of polices and plans is positive which ensures primary education for all children as set in the EFA goals.

The overall gross intake rate (GIR) has increased to 116 percent (2005-06) from 96% (2001-02). In most of the provinces, the GIR has increased to more than 100 percent. It indicates that system is also addressing over and under age children to provide primary education (Indicator 1).

The national Net Intake Rate (NIR) enhanced from 77 to 93 percent in 2005-06. The NIR ranges between 63 and 117 percent in different provinces reflecting efforts resulting in positive outcomes. The NIR at primary level shows 16 percentage points increase with clear indication of its positive impact on net enrolment at primary level in future in Pakistan. (Indicator 2)

The national gross enrolment ratio (GER) of primary education has enhanced from 71 to 84 percent since 2001-02 and GER for females increased to 76 percent. The GER ranges from 51 to 87 percent in different provinces. (Indicator 3)

Table 5.2 (b): Goal 2 – Analysis of Indicators (In Percentage)

Province / Region	Indicator 6 NER in Secondary Education			Indicator 7 RR by Grade 1 in Primary Education			Indicator 8 RR by Grade 2 in Primary Education			Indicator 9 RR by Grade 3 in Primary Education			Indicator 10 RR by Grade 4 in Primary Education		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**20**	**22**	**24**	**2.6**	**2.7**	**2.3**	**2.8**	**2.7**	**1.9**	**2.9**	**2.9**	**1.9**	**2.8**	**3.1**	**2.2**
Punjab	20	23	26	2.5	2.4	2.3	2.8	2.6	1.9	3.0	2.9	1.9	2.8	3.2	2.2
Sindh	18	20	21	2.8	2.9	2.3	2.8	2.9	1.9	2.8	2.9	1.9	2.6	2.9	2.3
NWFP	22	23	25	2.4	3.1	2.5	2.9	2.8	1.8	2.6	2.7	2.0	2.9	3.0	2.1
Balochistan	10	11	11	2.7	2.8	2.5	2.7	2.8	2.0	2.7	2.9	2.0	2.7	2.9	2.3
AJK	27	27	28	2.7	2.7	3.6	2.7	2.7	2.9	2.7	2.7	3.0	2.6	2.7	3.5
FATA	9%	10	11	3.1	3.6	2.2	3.4	3.6	1.9	3.5	3.0	2.2	3.3	2.9	2.1
FANA	16	17	29	2.7	2.8	3.6	2.9	2.8	3.1	2.9	3.1	3.6	2.7	2.8	4.3
ICT	56	62	64	2.6	2.9	2.1	2.7	2.8	1.7	2.7	2.6	1.9	2.7	2.8	2.2

The overall GER in secondary education surges to 31 percent (2005-06) against 24 percent (2001-02). This indicates gradual increase of 7 percentage points in 2005-06 over 2001-02. (Indicator 4)

The national net enrolment ratio (NER) in primary education amplified from 57% to 66 percent in 2005-2006 and NER for female increased to 59 percent. The NER in different provinces ranges from 40 to 84%. (Indictor 5)

The NER in secondary education registered an increase of 4 percent in 2005-06 over 2001-02 (Indicator 6).

The repetition rates (RR) in primary education (grade I-V) on average diminished to about 2 percent in 2005-06 as compared to 2.8 percent in 2001-02 (Indicator 7-11). This decrease reflects success in an attempt to minimize wastage and maximizing survival rate.

The National Survival rate of children to grade 5 was 57 percent and for females about 64 percent in 2001-02; whereas it overall increased to 72 percent in 2005-06. The female survival rate in grade 5 also enhanced to 73 percent for the same period. In provinces it varied from 48 percent in Balochistan to about 90 percent in Punjab during 2005-06 (Indicator 12).

The percentage of public expenditure at primary level has been boosted substantially to 44 percent (2005-06) as compared to 24 percent (2001-02). It is evident that Pakistan is committed to achieve EFA goals and honors the resolution of Dakar Forum. The impact of increase in public expenditure is obvious to result in tremendous progress in near future. (Indicator 13)

Table 5.2 (c): Goal 2 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 11** RR by Grade 5 in Primary Education			**Indicator 12** Survival Rate to Grade 5			**Indicator 13** Public Expenditure on Primary Education		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	2.7	**3.1**	**2.2**	**57**	**60**	**72**	**24**	**43.2**	**44**
Punjab	2.7	3.3	2.1	58	61	90	_	_	_
Sindh	2.6	2.9	2.1	43	43	53	_	_	_
NWFP	2.7	2.9	2.1	69	82	67	_	_	_
Balochistan	2.7	2.8	2.3	40	46	49	_	_	_
AJK	2.7	2.7	3.4	101	96	94	_	_	_
FATA	3.0	3.0	2.1	74	78	39	_	_	_
FANA	2.7	2.9	4.1	86	87	82	_	_	_
ICT	2.7	2.9	1.9	101	92	102	_	_	_

Goal 3: Ensuring that the learning needs for all young people and adults are met through equitable access to appropriate learning and life skills Programs

Vocational and technical education in Pakistan has been reorganized to meet the requirements of the labor market and structural changes in the economy as well as to promote life skills. A National Vocational and Technical Education Commission has been formed along with its counterparts in the provinces. Efforts are being consolidated to vocationalize general education and construction of workshops in schools. New curricula in 20 subjects have been designed with textbooks and manuals prepared to be followed in teaching-learning process. Keeping in view the new demands, curricula for different technologies have been added to the scheme of studies. All these efforts will obviously result into the increase of enrolment in vocational and technical education. (Indicator 1)

Table 5.3: Goal 3 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 1** GER in TVET at Secondary Level			**Indicator 2** Transition Rates Between Primary & L. Secondary Levels			**Indicator 3** Transition Rates Between Lower Secondary & Upper Secondary Levels		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**0.3**	**0.5**	**2.9**	**69**	**75**	**77**	**77**	**66**	**87**
Punjab	0.3	0.5	2.3	74	79	80	76	61	87
Sindh	0.3	0.4	3.8	63	75	69	80	72	87
NWFP	0.4	0.6	5.2	59	65	71	78	72	89
Balochistan	0.2	0.3	1.5	72	81	76	70	75	84
AJK	0.4	0.6	2.0	89	89	120	71	71	63
FATA	0.2	0.3	1.3	65	63	60	77	69	74
FANA	0.3	0.4	11.1	73	76	124	82	73	132
ICT	0.8	1.2	4.3	71	75	75	86	75	98

Data reveals that the overall transition rate of children from primary education cycle to lower secondary education has increased from 69 percent (2001-02) to 77 percent (2005-2006). The transition rate ranges from 60 percent to 124 percent in different provinces and areas (Indicator 2).

During the post Dakar period, the overall transition rate between lower secondary to upper secondary education has improved from 77 percent to 87 percent. There is 10 percentage point increase in transition rate which is a healthy sign on account of EFA (Indicator 3).

The provincial picture reflects the maximum transition of children from lower secondary to upper secondary education, varied from 63 percent to 132 percent in provinces/areas during 2005-06. (Indicator 3)

Goal-4: Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Pakistan has successfully achieved the mid-decade targets regarding 50% improvements in adult and youth literacy. In the context of females, their proportion to adult and youth literacy rates is gradually increasing. A large number of new literacy centers and institutions have been established to increase access; whereas existing literacy centers have been made fully functional. Some have been converted to primary schools through out the country. Government has designed an extensive Programme to open 82,000 literacy centers to increase the adult literacy rate further.

The adult literacy rate (15+ and over) has been amplified from 43 percent in 2001-02, to 52 percent in 2005-06 which reflects increase of 9 percentage points during the post Dakar period. Province Sindh and Punjab performed better as compared to NWFP and Balochistan. (Indicator 1)

The overall youth literacy data of age group 15-24 years reveals enhancement of youth literacy rate from 62 percent (2001-02) to 67 percent (2005-06). The highest youth literacy rate was recorded in Sindh as 71 percent in 2005-06 followed by 69 percent in Punjab. In NWFP and Balochistan the youth literacy rates appeared as 57 and 48 percent respectively in 2005-06. (Indicator 2)

Table 5.4: Goal 4 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 1** Adult Literacy Rate (Age 15 Years Old and Over)			**Indicator 2** Youth Literacy Rate (Age 15-24 Years Old)			**Indicator 3** GPI for Adult Literacy		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**43**	**49**	**52**	**62**	**65**	**67**	**0.51**	**0.57**	**0.58**
Punjab	44	50	54	63	66	69	0.56	0.63	0.64
Sindh	45	52	55	68	69	71	0.48	0.58	0.56
NWFP	35	41	44	49	54	57	0.31	0.38	0.38
Balochistan	32	34	37	43	45	48	0.24	0.31	0.34

The gender parity index (GPI) for adult literacy among the age group of 15 years and above has shown enhancement from 0.51 to 0.58 meaning that there are 58 female adult literates to every 100 male adult literates (Indicator 3). In order to minimize the gender gap special literacy programs have been initiated particularly focusing female literacy through out the country.

Goal 5: Eliminate Gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality.

Multiple efforts reflect success in minimizing the gender disparity at primary and secondary level. Some provinces and regions across the country have made significant progress towards gender parity at primary and secondary education during the post Dakar period.

Gender disparities are gradually narrowing down at all education levels. However, the GPI for youth literacy (15-24 year) remained unchanged at 0.72 meaning that there are 72 young females to every 100 young males. There are variations at provincial levels in the achievement of GPI. The achievement of Punjab and Sindh provinces are higher than national average (Indicator 1).

In ECE Programme, the gender parity index has improved from 0.83 (2001-02) to 0.88 (2005-06). GPI also shows enhancement in all provinces and areas. (Indicator 2)

The GPI for gross intake rate (GIR) in primary education has improved considerably from 0.74 to 0.91 signifying that there are 91 females to every 100 males in primary education. The success implies a big boost in the enrolment at all levels in future (Indictor 3).

Table 5.5 (a): Goal 5 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 1** GPI for Youth Literacy			**Indicator 2** GPI for GER in ECCE			**Indicator 3** GPI for GIR in Primary Education		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**0.72**	**0.72**	**0.72**	**0.83**	**0.85**	**0.88**	**0.74**	**0.77**	**0.91**
Punjab	0.77	0.79	0.79	0.98	1.01	0.98	0.82	0.86	1.08
Sindh	0.69	0.74	0.80	0.67	0.79	0.88	0.67	0.75	0.80
NWFP	0.47	0.48	0.39	0.72	0.65	0.69	0.62	0.63	0.74
Balochistan	0.35	0.40	0.42	0.62	0.71	0.72	0.65	0.69	0.73
AJK	_	_	_	0.90	0.90	0.93	1.02	1.02	1.04
FATA	_	_	_	0.38	0.56	0.51	0.33	0.42	0.51
FANA	_	_	_	0.67	0.78	0.81	0.70	0.80	0.85
ICT	_	_	_	0.66	0.73	0.91	0.70	0.73	0.82

The gender parity for net intake rate (NIR) at primary level has enhanced from 0.74 (2001-02) to 0.91 in 2005-06. (Indicator 4)

The GPI for GER at primary level enhanced from 0.72 in 2001-02 to 0.82 in 2005-06. The GPI of some provinces is close to parity. (Indicator 5)

Similarly, the GPI for GER in secondary education increased from 0.73 in 2001-02 to 0.16 in 2005-06. (Indicator 6)

The GPI for NER in primary education shows considerable improvement as it further enhanced from 0.72 (2001-02) to 0.82 (2005-06). This implies that the gender disparity is narrowing down gradually. The overall situation reflects increase by 10 percent in 2005-06 (GPI=0.82) over 2001-02 (GPI =0.72) (Indicator 7)

In secondary education, the GPI for net enrolment ratio (NER) has further narrowed down from 0.37 (2001-02) to 0.77 (2005-06); however, gender parity has been achieved in Sindh with huge margin where GPI stands at 1.07. This increase in GPI to the extent of 0.40 is remarkable achievement in favor of females. (Indicator 8)

Table 5.5 (b): Goal 5 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 4** GPI for NIR in Primary Education			**Indicator 5** GPI for GER in Primary Education			**Indicator 6** GPI for GER in Secondary Education			**Indicator 7** GPI for NER in Primary Education		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**0.74**	**0.77**	**0.91**	**0.72**	**0.73**	**0.82**	**0.73**	**0.74**	**0.77**	**0.72**	**0.73**	**0.82**
Punjab	0.82	0.86	1.08	0.80	0.81	0.93	0.84	0.82	0.89	0.80	0.81	0.93
Sindh	0.67	0.75	0.80	0.67	0.70	0.75	0.80	0.82	0.78	0.67	0.70	0.75
NWFP	0.62	0.63	0.74	0.57	0.56	0.63	0.40	0.44	0.46	0.57	0.56	0.63
Balochistan	0.65	0.69	0.73	0.65	0.68	0.70	0.53	0.59	0.59	0.65	0.68	0.70
AJK	1.02	1.02	1.04	0.95	0.94	0.96	0.73	0.75	0.82	0.95	0.94	0.96
FATA	0.33	0.42	0.51	0.27	0.37	0.41	0.12	0.16	0.16	0.68	0.71	0.78
FANA	0.70	0.80	0.85	0.66	0.75	0.86	0.33	0.41	0.90	0.51	0.68	0.66
ICT	0.70	0.73	0.82	0.68	0.95	0.78	1.03	1.30	1.14	0.89	0.94	0.94

The GPI for survival rate to grade 5 has been in favour of females in the provinces such as Punjab (1.00) and Balochistan (1.04) in 2005-06. The overall GPI reflects drift in favour of females (1.02) in 2005-06 as compared to 1.21 in 2001-02. (Indicator 9)

Table 5.5 (c): Goal 5 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 8** GPI for NER in Secondary Education			**Indicator 9** GPI for Survival Rate to Grade 5			**Indicator 10** GPI for Transition Rate Between Primary & Lower Secondary Education			**Indicator 11** Female Enrolment in Primary Education (Percentage)		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**0.73**	**0.74**	**0.77**	**1.11**	**0.94**	**1.05**	**1.02**	**1.02**	**1.07**	**40**	**41**	**43**
Punjab	0.84	0.82	0.89	1.18	0.98	1.06	1.02	0.99	1.12	43	43	46
Sindh	0.80	0.82	0.78	1.09	0.95	0.95	1.08	1.14	1.00	38	39	41
NWFP	0.40	0.44	0.46	0.82	0.73	0.96	0.90	0.93	0.94	35	34	37
Balochistan	0.53	0.59	0.59	0.96	1.27	1.12	0.80	0.93	0.84	37	39	39
AJK	0.73	0.75	0.82	0.95	0.91	1.00	0.90	0.89	0.92	47	47	48
FATA	0.12	0.16	0.16	2.00	0.90	0.83	0.97	0.67	0.81	38	42	28
FANA	0.33	0.41	0.90	1.06	0.93	1.01	2.89	0.69	0.89	20	26	45
ICT	1.03	1.30	1.14	0.85	1.26	1.31	1.13	1.46	1.15	45	47	48

The GPI for transition rate from primary to lower secondary has been gliding towards females as it gradually increased from 1.02 (2001-02) to 1.07 in 2005-06 (Indicator 10).

The percentage of female enrolment in primary education has improved from 40% (2001-02) to 43% in 2005-06. The increase in female proportion in primary education is owing to the interventions in education (Indicator 11).

The overall percentage of female enrolment in secondary education has been recorded as 42 percent (2005-06) as compared to 41 percent (2001-02). (Indicator 12)

The overall percentage of female enrolment in vocational and technical education amplified to 38 percent (2005-06) as compared to 23 percent (2001-02). This indicates an increase of 14 percent by 2005-06. (Indicator 13)

In the education system, there are more female teachers (51%) than male counterparts. The percentage of female teachers in primary education is gradually increasing and credit is to the female teacher recruitment policy at primary level. Moreover this policy intends to facilitate co-education in far flung areas where female institutions are not available (Indicator 14).

At secondary level the female teachers out-numbered the male teachers. The percentage of female teachers in secondary education has been enhanced from 52% (2001-02) to 58% (2005-06). The overall increase in female teachers is 6 percentage points in 2005-06 over the year 2001-02. In all areas of Pakistan new female teachers at secondary level are being recruited with better qualifications in order to meet the requirements particularly from quality perspective of education (Indicator 15).

Table 5.5 (d): Goal 5 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 12** Female Enrolment in Secondary Education (Percentage)			**Indicator 13** Female Enrolment in Vocational or Technical Education (percentage)			**Indicator 14** Female Teachers in Primary Education (Percentage)		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**41**	**41**	**42**	**23**	**17**	**38**	**44**	**45**	**45**
Punjab	45	44	46	26	19	36	53	55	54
Sindh	42	43	42	24	18	36	37	38	37
NWFP	28	29	30	14	11	31	34	36	37
Balochistan	32	34	35	17	13	36	42	33	33
AJK	41	42	44	23	17	65	42	43	46
FATA	243	28	47	5	4	85	31	36	37
FANA	10	13	13	12	10	58	35	42	45
ICT	48	53	50	29	25	57	68	81	79

The overall percentage of female teachers in vocational and technical education was recorded as 32 percent (2005-06) as compared to 26 percent (2001-02) reflecting 6 percentage point increase. To promote vocational and technical education in the country, a national commission and provincial authorities had been established and ultimate increase in number of female teachers is expected with increase in number of institutions. (Indicator 16)

The number of repeater has minimized to a total of 367,032 at primary level in 2005-06 as compared to their number (387,022) in 2001-02. The percentage of girls repeating the grades at primary level though slightly increased in 2005-2006 as compared to 2001-2002 but is still lower than the boys. This aspect can further improve by paying more attention to it as per EFA and MDGs goals (Indicator 17).

Table 5.5 (e): Goal 5 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 15** Female Teachers in Secondary Education (Percentage)			**Indicator 16** Female Teachers in Vocational and Technical Education (percentage)			**Indicator 17** Girls among repeaters in Primary (Percentage)		
	2001-02	**2003-04**	**2005-06**	**2001-02**	**2003-04**	**2005-06**	**2001-02**	**2003-04**	**2005-06**
Pakistan	**52**	**53**	**58**	**26**	**19**	**32**	**35**	**35**	**38**
Punjab	58	58	64	27	20	32	38	38	41
Sindh	61	62	65	29	21	29	33	34	35
NWFP	31	32	37	20	15	26	30	29	32
Balochistan	26	33	37	42	30	24	32	33	34
AJK	38	39	47	-	-	57	39	41	42
FATA	13	16	17	_	_	71	16	21	24
FANA	17	20	38	_	_	37	33	36	39
ICT	65	62	66	_	_	61	42	42	43

Goal 6: Improve all aspects of the quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In Pakistan, school education census is an annual feature for Public sector and moreover, a National Education Census (covering all kinds and levels educational institutions in both public and private

sectors all over the country) was also conducted during 2005-06 for the first time in the history of Pakistan as well as in Asia. It was conducted to consolidate the database about all categories of educational institutions. A national curriculum council has been reviewing curricula and producing quality textbooks. National Education Assessment System (NEAS) every year conducts learning achievement test through out the country and provides feedback of the system to improve quality.

The data reveal that all the teachers both male and female possess the minimum required qualification at primary level. To further improve the quality of education, the criteria of minimum required qualifications for a teacher is up-graded to minimum degree level for new appointments (Indicator 1).

The overall pupil teacher ratio (PTR) in primary education is recorded as 40:1 (2005-06); however, it varies from province to province as two provinces (Punjab & NWFP) and AJK have PTR higher than national average. (Indicator 2)

Although there is an increase in the enrolment at secondary level education but the overall PTR remained same during the post Dakar period. Variation in PTR among provinces is attributed to the fact that new teachers are being recruited regularly at this level (Indicator 3).

The public expenditure on education as percentage of total government expenditure has been continuously increasing since Dakar 2000. It is enhanced from 9.55% (2001-02) to 12.18% in 2005-2006 (Indicator 4).

Table 5.6 (a): Goal 6 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 1** Primary School Teachers having the Required Academic Qualifications (%)			**Indicator 2** PTR for Primary Education			**Indicator 3** PTR for Secondary Education			**Indicator 4** Public Expenditure on Education as % of Total Govt. Expenditure		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**100**	**100**	**100**	**36**	**39**	**40**	**15**	**16**	**15**	**9.55**	**13.22**	**12.18**
Punjab	100	100	100	39	43	44	17	18	17	_	_	_
Sindh	100	100	100	29	34	35	11	12	11	_	_	_
NWFP	100	100	100	36	42	42	13	13	14	_	_	_
Balochistan	100	100	100	46	30	31	11	16	15	_	_	_
AJK	100	100	100	37	37	41	19	19	12	_	_	_
FATA	100	100	100	35	36	35	18	17	17	_	_	_
FANA	100	100	100	33	32	33	23	25	15	_	_	_
ICT	100	100	100	33	32	26	20	17	16	_	_	_

The public expenditure on education as percentage of GNP is also enhanced from 1.76 (2001-02) to 2.20% in 2005-06. (Indicator 5)

The Public Expenditure per pupil as percentage of GNP per capita for primary level is enhanced to 8.77 (2005-06) from 4.04 % (2001-02). (Indicator 6)

Table 5.6 (b): Goal 6 – Analysis of Indicators (In Percentage)

Province/ Region	**Indicator 5** Public Expenditure on Education as % of Gross National Product (GNP)			**Indicator 6** Public Expenditure on Primary Education per Pupils as % of GNP per Capita			**Indicator 7** Public Expenditure on Secondary Education per Pupils as % of GNP per Capita			**Indicator 8 Schools with Improved facilities**					
										Water Sources (percentage)			Adequate Sanitation (percentage)		
	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06	2001-02	2003-04	2005-06
Pakistan	**1.76**	**2.16**	**2.20**	**4.04**	**8.49**	**8.77**	**6.36**	**10.03**	**9.68**	**57**	**47**	**69**	**44**	**40**	**63**
Punjab	_	_	_	_	-	_	_	_	_	79	50	87	49	30	72
Sindh	_	_	_	_	_	_	_	_	_	44	46	55	39	43	55
NWFP	_	_	_	_	_	_	_	_	_	47	55	66	52	66	71
Balochistan	_	_	_	_	_	_	_	_	_	18	19	32	21	25	28
AJK	_	_	_	_	_	_	_	_	_	46	47	39	45	48	43
FATA	_	_	_	_	_	_	_	_	_	34	40	44	42	40	50
FANA	_	_	_	_	_	_	_	_	_	41	43	41	24	42	49
ICT	_	_	_	_	_	_	_	_	_	87	92	95	86	92	92

Public expenditure on secondary education per pupil as percentage of GNP per capita is boosted from 6.36 percent (2001-02) to 9.68 percent (2005-06) which is a considerable increase in expenditure reflecting commitments of Pakistan for EFA goals. (Indicator 7)

The effectiveness of teaching-learning process depends on the institutional environment. Physical facilities play an important role in attracting children towards education and to creation of effective environment. Provision of basic facilities to schools is the policy priority which is being implemented throughout the country under education sector reforms. The situation as analyzed reflects positive impacts of actions being taken in this regard. The percentage of schools with improved drinking water facility has increased from 57 % to 69% whereas the percentage of schools with adequate sanitation facilities has been enhanced from 44% (2001-02) to 63 percent in 2005-06 (Indicator 8).

5.2 POST DAKAR QUANTITATIVE PROGRESS IN EDUCATION

Goal 1: Early Childhood Education (ECE)

Aspects	2001-02	2005-06	Increase (+) or Decrease (-) percent
EARLY CHILDHOOD EDUCATION (ECE)			
Population (3-4 years) (million)			
Total	8.2	7.8	-4.9
Female	4.0	3.7	-7.5
Enrolment (million)			
Total	3.0	7.1	+137
Female	1.3	3.2	+146
Participation			
Gross enrolment (%)			
Male	40	97	+142
Female	33	85	+158
New entrants to grade I with ECE (%)			
Total	64	74	+16
Female	72	78	+08
Trained teachers (%)			
Total (private sector)	-	47	
Female	-	49	
Gender Parity (GPI)	0.83	0.88	
Left-outs			
Total (million)	5.2	0.7	-86
Percentage	64	9	-86

Goal 2: Universal Primary Education (UPE)

Aspects	2001-02	2005-06	Increase (+) or Decrease (-) percent
PRIMARY EDUCATION			
Population (5-9 years) (million)			
Total	20.4	20.0	-2
Female	9.9	9.6	-3
Institutions			
Total	149,085	156,732	+5
Female	55,313	59,774	+8
Rural	126,204	134,475	+7
Private	15,969	16,911	+6
Enrolment			
Gross enrolment (grade I-V) (million)			
Total	14.6	16.8	+15
Female	5.9	7.3	+24
Net enrolment (grade I-V) (million)			
Total	11.6	13.1	+13
Female	4.7	5.7	+21
Gross intake in grade I (million)			
Total	4.0	4.6	+15
Female	1.6	2.1	+31
Net intake in grade I			
Population (5 plus) (million)			
Total	4.1	3.9	-5
Female	2.0	1.9	-5
Teachers (million)			
Total	0.41	0.44	+7
Female	0.18	0.20	+11
Rural	0.29	0.31	+7
Private		0.04	
Participation			
GER (%)			
Total	71	84	+18
Male	83	92	+11
Female	59	76	+29
NER (%)			
Total	57	66	+16.0
Male	66	72	+9.0
Female	48	59	+23.0
Access			
GIR (%)			
Total	96	116	+21.0
Male	110	121	+10.0
Female	81	111	+37.0
NIR (%)			
Total	77	93	+21.0
Male	88	97	+10.0
Female	65	89	+37.0
Internal Efficiency of Primary Education System			

Survival rates (%)			
Total	57	72	+26.0
Male	53	72	+36.0
Female	64	73	+14.0
Repeaters (grade I-V) (%)			
Total	2.7	2.2	-19.0
Males	2.9	2.4	-17.0
Female	2.4	1.8	-25.0
Drop-outs (grade I-V) (%)			
Total		31.3	-
Male		40.2	-
Female		19.2	*
School completion			
Grade I-V (years)		5.2	-

Transition rate			
Between Primary to lower Secondary			
Total	69	77	+12.0
Male	69	75	+9.0
Female	70	80	+14.0
Left-outs (grade I-V) (million)	5.9 (29%)	3.1 (16%)	-47.0
Gross gap			
Net gap	8.8 (43%)	6.9 (34%)	-22.0
NIR (grade I)	1.0 (23%)	0.3 (7%)	-70.0
SECONDARY EDUCATION			
Population (10-12 years) (million)			
Total	26.1	27.8	+6.5
Female	12.6	13.4	+6.3
Institutions			
Total	43,062	65,275	+52.0
Lower Secondary	26,790	39,370	+47.0
Upper Secondary	16,272	25,905	+59.0
Rural	25,335	36,759	+45.0
Private	7,267	16,481	+127.0
Enrolment			
Gross enrolment (million)			
Total	6.4	8.5	+33.0
Female	2.6	3.6	+38.0
Net enrolment (million)			
Total	4.4	6.0	+36.0
Female	1.8	2.5	+39.0
Participation			
GER (%)			
Total	25	31	+24.0
Male	28	34	+21.0
Female	21	27	+29.0
NER (%)			
Total	20	24	+20.0
Male	23	27	+17.0
Female	16	21	+31.0
Teachers (million)			
Total	0.54	0.74	+37.0
Female	0.28	0.43	+53.0
Rural	0.17	0.35	+106.0
Private	0.23	0.43	+87.0
Transition rate (%)			
Between lower to upper Sec.			
Total	77	87	+13.0
Male	82	87	+6.0
Female	70	87	+24.0
Left-outs (million)			
Gross gap	19.7	19.3	-2.0
Net gap	21.0	21.1	+0.5

Pass Percentages			
SSC (grade 10)			
National average	48	66	-
Male	-	62	-
Female	-	71	-
HSSC (grade 12)			
National average	42	65	-
Male	-	59	-
Female	-	73	-
Tertiary Education			
Institutions			
Degree colleges	376	1,135	+202.0
Universities	74	116	+57.0
Enrolment			
Degree colleges			
Total	300,400	325,993	+8.0
Female	148,000	198,208	34.0
Universities			
Total		424,012	-
Female		178,943	-
Teachers			
Degree colleges	10,598	20,568	+94.0
Universities		37,509	-

Goal 3&4: Adult and Youth Literacy

Aspects	2001-02	2005-06	Increase (+) or Decrease (-) percent
LITERACY			
Literacy (10 years & above)			
Population (10 years & above) (million)			
Total	102.9	115.5	+12.0
Female	49.4	55.6	+13.0
Literacy rate (10 years & above) (%)			
Total	51.8	54.5	+5.0
Male	62.3	66.7	+7.0
Female	40.8	41.3	+1.0
Adult Literacy (15 years & above)			
Adult Population (15 years & above)(million)			
Total	84.4	96.0	+14.0
Female	40.5	46.2	+14.0
Adult Literates (15 years & above) (million)			
Total	36.8	49.8	+35.0
Male	25.0	32.4	+30.0
Female	11.8	17.4	+47.0
Adult Literacy Rate (15 years & above) (%)			
Total	43	52	+21.0
Male	57	65	+21.0
Female	29	38	+31.0
Youth Literacy (15-24 years)			
Youth Population (15-24 years) (million)			
Total	30.0	34.0	+13.0
Female	14.7	16.5	+12.0
Youth Literates (15-24 years) (million)			
Total	19.2	22.6	+18.0
Female	7.7	9.1	+18.0
Youth Literacy Rate (15-24 years) (%)			
Total	62	67	+8.0
Male	73	77	+5.0
Female	52	55	+6.0

Goal 5: Gender Parity

Aspects	2001-02	2005-06	Increase (+) or Decrease (-) percent
GPI for youth literacy	0.72	0,72	-
GPI for adult literacy	0.51	0,58	+14.0
GPI for GER in ECE	0.83	0.88	+6.0
GPI for GIR in primary education	0.74	0.91	+23.0
GPI for GER in primary education	0.72	0.82	+14.0
GPI for GER in secondary education	0,73	0,77	+5.0
GPI for survival rates	1.21	1.02	-16.0
GPI for transition from pri. to lower sec.	1.02	1.07	+5.0
GPI for transition from lower to upper secondary	0.85	0.99	+16.0
Proportion of females at primary level	40%	43%	+75.0
Proportion of females among repeaters	35%	38%	-
Proportion of females at secondary level	41%	42%	+2.0
Proportion of females in voc. & tech. Education	23%	38%	+65.0
Proportion of female teachers at primary level	44%	45%	+2.0
Proportion of female teachers at secondary level	52%	58%	+11.0
Proportion of female teachers in voc. & tech. education	26%	32%	+23.0

Goal 6: Quality of Education

Aspects	2001-02	2005-06	Increase (+) or Decrease (-) percent
Pupil Teacher Ratio at Primary	36	40	+11.0
Pupil Teacher Ratio at Secondary	15	15	-100.0
Facilities (%) Drinking water	57	69	+21.0
Sanitation	44	63	+43.0
Public Expenditure on Education			
Annual Budget of education (billion)	78.9	170.7	+116.0
Percentage of total Govt. expenditure	9.6%	12.2%	+27.0
Percentage of GNP	1.8%	2.2%	+22.0
Percentage on primary education	43.1%	43.6%	+1.0
Percentage on secondary education	16.2%	24.3%	+50.0
Percentage on tertiary education	4.3%	13.0%	+202.0
Per pupil expenditure at primary level (Rs)	1,928	6,436	+234.0
Per pupil exp. As % of GNP (Primary)	4.0%	8.8%	+120.0
Per pupil expenditure at secondary level (Rs)	2,536	6,815	+278.0
Per pupil exp. As % of GNP (Secondary)	6.4%	9.7%	+51.0
Per pupil expenditure at tertiary level (Rs)	9,112	40,332	+342.0

SECTION VI

LINKAGES BETWEEN EFA GOALS IN LIFELONG PERSPECTIVE

The Dakar Framework for Action, 2000 called for comprehensive, time bound and action oriented national EFA plan addressing specific reforms related to each EFA goal. Pakistan developed National Plan of Action for EFA, phased the targets and programs and implemented it. Mid-Decade Assessment revealed encouraging results with reference to most of the goals. It is a fact that learning needs and demands cannot be met in a particular period of life; for instance, in childhood, youth or adult rather it is a life-encompassing process. However, it has been anticipated that EFA goals are terminal stage but are initiating element for lifelong learning and education. We are living in a world which is experiencing change. Current social and economic realities demand new, extensive and more complex competencies in order to understand and deal with them. Lifelong and durable learning is considered best tool to meet the challenges of change. The foundations developed through EFA will help in the development of human potential and acquire knowledge, skills, values and understanding required throughout their lifetime to apply these with confidence in different circumstances and environment.

Literacy transforms the people from all walks of life and resultantly they become attentive to education, development, social and economic matters and ultimately develop interest in government policies and happenings around them. It is evident from the studies that literates are playing important role in development particularly in case of rural economies. A farmer who can just read “urea” on the fertilizer bag is having a better yield than those who cannot read.

Literacy programs in Pakistan have a skill development component. Every individual of literacy Programme is also equipped with a skill which is usually predominantly locality influenced. Moreover, government has also adopted a policy of one village one vocation (product). Understandably, literacy in itself is not a remedy or solution of all problems in rural areas; however, it enables an individual to cope with one's circumstances. People particularly women do look for an opportunity to increase their income through possible means and thus literacy programs coupled with skill development will prove a tool for income generation in their lives.

Among the illiterates in Pakistan females are in majority. On the other hand, in the sustainable development women’s education is considered a missing link. Females do have potentials and can avail new opportunities. Yet without education or literacy, there is no or little confidence to act and no possibility to participate fully in the society. As young and adult women are being made literate, they will be able to communicate better also to claim their rightful place in home and society. Literate person is more confident and can take bolder decisions and initiatives in life and also believe that a better world is possible and not a far cry.

There is comparative larger group in rural areas which is suffering from poverty and is illiterate as well. The literacy programs which have been initiated in Pakistan tend to address this group with considerations as under:

- Apply literacy in daily life
- Make home budget
- Operate saving account
- Understand and keep simple accounts
- Measure and calculate
- Estimate
- Follow simple instructions

Education or literacy is a tool of empowering women to improve their livelihood and the quality of life. In Pakistan, non-formal education programs are available to people in far-flung and rural areas. These programs equip the individuals with knowledge and skills to cope with various tasks and difficulties. These programs particularly on functional literacy can help in poverty reduction and most of all women's empowerment. She can then perform various activities such as:

- Making decisions in every day life
- Involvement in decisions affecting themselves, their family and children
- Take up and control income generation activities
- Participate in parent-teacher activities in school
- Help community

No country can progress without literate society even in-spite of having financial resources. EFA aims to develop literate society and not individuals and Pakistan is pursuing these goals to have a literate society which will ultimately help in the development of the country.

About a half of the population is female in Pakistan. EFA is addressing female group in particular in all respects. Elimination of gender parity and educating them will make them equally functional organ of the society.

Democracy is important for the society and functioning of the government. Without literacy, people cannot be rational and thus making difficult to function at grassroots level. EFA has stressed on literacy in Pakistan and consequently this goal will help to achieve democracy in the country.

Pakistan is shifting to knowledge based economy and obvious stress is on the human capital formation. Better basic education will develop the foundation and life skills will also enable them to become functional members of the society.

EFA is focusing on quality of education. Academic qualifications for appointment of teachers are already raised to graduate levels,, which is implemented and all new teachers particularly females are being appointed accordingly. In-service training programs are being revisited and provincial institutes of teacher education are established to strengthen training programs. Institutional facilities are being improved all over the country. Pupil teacher ratio is also a vital aspect of EFA. All these efforts will consequently, result into better teaching learning environment and improved quality of education.

SECTION VII

EDUCATION FOR ALL: MAJOR CHALLENGES

Challenges to providing Education

Pakistan at the time of inception inherited culture of low literacy and underdevelopment in education. That is why education was one of the major concerns, which obtained considerable attention even by the Founder of the Nation. The Education Conference 1947 set the direction and National Commission on Education provided guidelines to move forward. The consequent national education policies and plans focused their vision on the development of education sector particularly on expansion and quality of education.

7.1 Policy and Budget

The education policy formulation remained apolitical in Pakistan and such is not the case anymore. Previously the policies were based on ambitious goals; however, this time the government initiated a process for new education policy formulation through the consultation with all stakeholders, by involving almost all concerned segments of society to develop ownership at all levels.

i. In January 2005, the Inter Provincial Education Ministers' conference, inter alia, decided to review National Education Policy (NEP) 998-2010 in order to respond to the challenges of new era and to fulfill its commitments at international level, particularly Dakar Framework of Action for EFA (2000) and Millennium Development Goals (2001) relating to Education. For the first time, a team of Consultants was recruited from private sector for this purpose in Sep 2005 to work in collaboration with Ministry of Education and started National Education Policy Review (NEPR) as per approved road map consisting of three phases vis diagnostic phase, prescriptive phase and policy formulation phase. The broad based NEP review process involved (a) Field visits of selected districts of Provinces, (b) National/ Provincial/ Areas Education Conferences, (c) Issue-based Round Tables, (d) Consultations with key organizations and Parliamentarians.

ii. On completion of first two phases, a pre- policy document titled "Education in Pakistan – A White Paper" was prepared & circulated for stimulating discussion on major policy issues concerning Education sector in Pakistan.

iii. On the basis of feedback/ comments on White Paper from various stakeholders, the Education Policy Document was prepared in consultation with provincial/ area education departments, which is expected to be finalized in near future.

Implementation of education policy has been an uphill task in the past. Now strategy has been evolved to overcome this weakness by shifting responsibility of implementation and fixation of targets to provincial governments.

Allocation of appropriate finances is real litmus test for proving commitment of any government working on education sector development. Therefore, the current government has increased education budget substantially and is also willing to allocate more money in future. So far as Education budget is concerned, in absolute terms, the budgetary allocations for education sector have increased from Rs. 70 billion (US$ 1.16 billion) in the financial year 1999-2000 to Rs. 216 billion (US$ 3.6 billion) in 2006-07 indicating at least three-fold increase in expenditure on education over first 7 years of Dakar EFA Goals commitment.

7.2 Economic Factors

The budgetary allocations clearly indicate that expansion in overall fiscal space has paved the way for enhanced allocation to education sector during the last 6-7 years. Assurances have been given in the highest economic forum of the country to increase public spending on education from the existing level of 2.44% of GNP to 4%. The real Challenge is amicable division of resources and appropriate and justified allocation to each social sector.

7.3 Social and Cultural Factors

The sustained efforts of the government towards the spread of education during the last two decades through image projection, innovative interventions and social mobilization have created sufficient awareness among the masses about benefits of education. Challenge is to provide education for all to the masses regardless of income status, gender, location and development. It implies access, equity and quality education for all children.

7.4 Legal Factors

There are no legislative hindrances for children in access to education. All federating units have made primary education free and compulsory.. Necessary legislations have also been made for establishment of Parent Teacher Associations (PTAs), School Management Committees in all schools and colleges as mandatory, allowing greater participation by parents and members of civil society at large. These interventions are certainly going to contribute to the promotion of EFA activities. Effective execution of compulsory primary education acts and fielding functional PTAs / SMCs are complex and challenging ordeal.

7.5 Geographic Factors

Like many other countries of the region, geographical challenges to service delivery of education for school going children, do exist. However, their intensity varies from province to province and area to area. Notwithstanding the population clusters, the total area of Pakistan is 796,096 sq. km having 156,722 primary schools signifying one primary school at every 5 KM including deserts, mountains, forests, barren lands, having virtually no population. The province of Balochistan spread over 347,190 sq. km (45% of country's total area) has 10,850 schools which mean one primary schools per 32 sq. km. The situation poses the challenge to use formal as well as non-formal modes to facilitate education in promoting Education For All

7.6 Language

Pakistan is a multilingual society with Urdu as lingua franca and English is the official language, used in official correspondence. The first ever National Education Census 2005-06 reveals that Urdu is Medium of Instruction in 65% educational institutions in Pakistan, whereas Sindhi is being used in 16% institutions, English in 10% institutions and other regional languages in 9% institutions. However, the pre-policy document and the draft new National Education Policy provides that English will be taught as compulsory subject from class-I and as such all primary schools will be bilingual.

7.7 School Factors

Facilities/ Infrastructure: Government of Pakistan is determined to reduce the current imbalances of school facilities existing at different levels of educational system. A substantial proportion of schools in Pakistan lack basic facilities such as boundary wall, safe drinking water, toilets, electricity etc. The national education census reveal that out of total public institutions, 35 percent were without boundary wall, 31 percent without drinking water, 54 without electricity and 38 percent without proper Latrine. In creating effective school environment, these facilities are imperative.

To provide missing facilities in schools the government has recently earmarked Rs. 1.05 billion through the President's Education Sector Reforms (PESR). The amount would be spent on provision of water, toilets, science and computer labs and other facilities. This Programme would continue until all the schools have been brought to a respectable state.

Human Resources: Demographic transition offers potential economic benefits by changes in the age structure of population. Pakistan is among the few countries, which has huge human potential and currently experiencing demographic transition. The working age population has surged to 57% in 2004 and it is expected to reach 62% by the year 2015. At this stage, Pakistan urgently needs to exploit this potential for dividend by educating its youth and transforming into knowledge based society.

Teaching Resources: Teachers play pivotal role in any education system. Quality of education depends on the quality of teachers. There is a need to improve quality of teachers by reforming pre-service and in-service training programs. Now, the Government has initiated a debt swap Programme with the Government of Canada to improve the infrastructure of teacher training institutions and revisit the teacher training programs for quality education in the country.

7.8 Risk Factors

Drug abuse can badly affect the youth and young students in the society. It deteriorates the school environment and learning. As far as issues related to HIV/AIDS are concerned, it poses no big challenge at the moment. However, HIV/AIDS could be potential challenge in future, for which Government has taken due cognizance. It has launched various programs through Ministry of Education and Ministry of Health to create awareness against the use of drugs and HIV/AIDS. Relevant information has been incorporated in text books for students and special teacher training programs have been introduced. Ministry of Health is running a media campaign to create awareness among the youth and masses at large about the drug abuse and HIV/AIDS.

7.9 Political Unrest & Conflict

Political unrest and conflict often hinder the progress in the education sector development. Since independence, political unrest is a common feature in Pakistani society. This is further augmented by the recent conflict like situations in some parts of the country. Both developments profoundly affected the education sector. Political unrest marked by instability resulted in inconsistence educational policies persuaded by various regimes. On the other side, recent conflict-like situations in some of areas have adversely damaged the educational infrastructure as well as continuation of routine educational activities.

7.10 Natural Disasters

Pakistan is a country where frequency of natural disasters is quite high. Every year, floods hit communities residing nearby areas. These natural calamities coupled when a 7.8 magnitude earthquake jolted Northern areas of Pakistan on October 08, 2005, resulting in massive damage to life and property. This event also proved destructive to educational infrastructure in affected areas. It was first time realized that there should be a Disaster Management Strategy to cope with such situations in future. The issue has been addressed in the Ministry's "White Paper" on Education in Pakistan and the Draft Education Policy. Disaster management Strategy will be included in the upcoming strategy document and a comprehensive plan would also be prepared to resolve education related issues in case of natural calamities and disasters.

7.11 Child Labor

The National Child Labour Survey, conducted in 1996 found that out of 40 million children (5-14 years age group) 3.3 million are economically active on a full-time basis. According to the findings, inadequate educational facilities among other factors are responsible for child labor. In response, Government formulated National Policy & Plan of Action (NPPA) in 2000, which calls for progressive elimination of child labor by offering education and skills training to the target children. The ILO's

International Programme on the Elimination of Child Labour (IPEC) is providing technical and financial support to strengthen the institutional capacity of executing agencies. The Government of Pakistan incorporated elimination of child labour Programme in the Poverty Reduction Strategy Paper and Ministry of Education has addressed the issue in its ESR and National Plan of Action for EFA.

SECTION-VIII

EFA STRATEGIES AND FLAGSHIP ISSUES

Pakistan is among the pioneer countries, which have launched National Plan of Action for EFA during post Dakar period. Pakistan NPA for EFA defined strategies and phased programs to ensure achievement of EFA goals. The Education Sector Reforms categorically focused EFA goals such as UPE, literacy, gender parity, technical and vocational education and quality of education through curricular reforms, training and retraining of teachers, revamping science education, Braille books for blind children and rehabilitation of schools. Following are the major EFA strategies and flagship issues:

8.1 Mobilization of strong national and international political commitment for Education for All, development of national action plans and enhancement of national investment in basic education

After committing itself to EFA goals in 2000, the Government of Pakistan (GoP) has mobilized strong national political will and support for the development of education sector and to achieve EFA goals by the year 2015. Education Sector Reforms emerged from national education policy 1998-2010 with special emphasis on goals of EFA, which were called as, thrust areas of ESR. These reforms are under implementation since 2001 and are now producing desirable results. Pakistan developed National Plan of Action (NPA) for EFA to achieve goals. Due infrastructure, forums, units and focal persons were established at national, provincial and district levels. Pakistan proposed the South Asian Forum on EFA and all the SAARC members accepted it. Pakistan became the advocate of the EFA goals in the region and first country to chair this Forum at Islamabad in May 2003 .

National investment in education sector has witnessed three fold increases in absolute terms since 2001-02. With the rapidly widening of GDP base, though the increase in terms of GDP contribution appears smaller but the increase in absolute terms is substantial. GoP has now committed to spend 4% of the GDP on education sector by the year 2011 from its current level of 2.44%.

Pakistan however, has experienced lukewarm response from international donors regarding their commitments to help developing countries to achieve EFA goals. The experience of Pakistan regarding FTI is not encouraging either. The World Bank and FTI Secretariat have failed to provide any kind of assistance as committed by G-8 to accelerate progress towards the EFA goals. Pakistan has already fulfilled all the pre-conditions and requirements to obtain full membership of FTI since 2003. The response of the FTI Secretariat is still awaited.

8.2 Promotion of EFA Policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies

The Government of Pakistan has successfully integrated policies and plans for EFA and MDGs within the Poverty Reduction Strategy Paper (PRSP), Mid-Term Development Framework (MTDF) 2005-10 and Perspective Development Plan (2001-11) to ensure sustainability as well as adoption of holistic approach.

PRSP aims to reduce poverty and to bring economic prosperity. The strategy provides an integrated focus on a diverse set of factors that have resulted into greater impact on poverty and other development initiatives. PRSP has been operationalized and as a first step, its targets and indicators have been aligned towards attaining the EFA and MDGs.

Mid Term Development Framework (MTDF) has paved the way for new significant initiatives in education sector with commitment of financial allocations both at national and provincial levels.

The Perspective Development Plan 2001-11 has also envisaged an integrated and comprehensive approach to deal with economic, social and governance dimensions of the development with emphasis on human capital. The Plan has also identified the factors responsible for poverty and has outlined the priority areas for interventions to reduce poverty and improve social indicators.

8.3 Ensuring of the engagement and participation of civil society in the formulation, implementation and monitoring educational development

Education policy formulation, implementation and monitoring in Pakistan had remained invariably apolitical. It was confined to policy makers, task groups and government officials. It had never been placed into popular political discourse. In nutshell, education policy making embraced top-down approach without consultation of stakeholders- civil society, teacher community, parents etc.

The post Dakar era witnessed a major change in the process of education policy formulation. It was decided that discourse of education policy making must be held in mainstream politics with a commitment and dynamism. This paradigm shift at government level brought education policy making into popular public discourse, which ensured involvement of civil society, NGOs, development partners, teachers, experts, community and parents. A thorough consultative process has been adopted since 2005. A team of consultants along with MoE Coordinator visited more than 30% districts in all provinces and discussed with almost each stakeholder at grassroots level. A series of round table discussions at various levels and national/ provincial/ area consultative workshops had also been held spreading over a time span of two years. White papers, based on the inputs gathered from field visits and focused groups discussions, had been published for further input. Based on this participatory and detailed consultative process, a new draft education policy has been formulated which will be endorsed by the Cabinet .

Under the devolution of power initiative, management of education sector has been shifted to district level which was previously held by the provinces. Now, it is the responsibility of district government to plan, implement and monitor education. School management committees are in place to manage school affairs with the participation of local communities. The GoP has also ensured the presence of EFA Forums and focal persons at national, provincial and district levels. Therefore, Government has achieved a substantial degree of success in ensuring the engagement and participation of civil society in the formulation, implementation and monitoring educational development programs and projects in the country.

8.4 Development of responsive, participatory and accountable systems of educational governance and management

Education is the largest public sector entity in the country. It is a vast and ever-growing sector and cannot be run without application of the principle of subsidiarity. Decentralization down to the school level is imperative. Devolution of power therefore, is a step in right direction for improved service delivery in education sector.

Education governance and management are being revamped by the Government under the new Education Policy which is currently in finalization process. The GoP has firm believe to change the outlook of the current education governance and management system.

8.5 Meeting of the needs of education systems affected by conflict, natural calamities and instability

Before the October 08, 2005 deadly earthquake, there wasn't any strategy or plan in place to meet the needs of education systems affected by natural calamities and emergencies. The deadly earthquake also proved devastating for educational infrastructure in affected areas which necessitated the needs for a comprehensive alternative plan for emergencies or natural disasters. As stated earlier, the issue has been addressed in the Ministry's White Paper on Education in Pakistan as well as in the Draft Education Policy. Disaster Management Strategy will also be included in the NEP's strategy document and a comprehensive plan would be prepared to resolve education related issues in case of natural calamities and disasters. The GoP, through Earthquack Rehabilitation and Reconstruction Authority (ERRA) has already initiated a process to develop a Disaster Management Strategy to cope any future threats. This draft strategy document laid down the guidelines for infrastructural development as well as outlined the rehabilitation of damaged education system in affected areas.

8.6 Implementation of integrated strategies for gender equality in education that recognize the need for change in attitudes, values and practices

After committing itself to EFA goals and MDGs, the Government of Pakistan is working rigorously to develop and implement policies related to gender equality and elimination of gender disparities. The Ministry of Education has introduced several reforms in education sector to harmonize the conventional attitudes, values and practices with gender equality. These reforms include the induction of female teachers at primary level, offering financial benefits to attract maximum girl students, launching nutritional programs (TAWANA Pakistan) for girls at school level, removing stereotypes with positive and soft image of women in textbooks etc.

8.7 Implementation of education programs and actions to combat HIV/AIDS and other pandemics such as Malaria and avian influenza and assessment of the impact of the pandemic on the education system

Pakistan is in few countries where there is no immediate threat arising out of HIV/AIDS and its prevalence is almost non-existing. At the moment, there are only few hundred known cases of HIV/AIDS. However, GoP has taken cognizance of the issue and precautionary measures are well underway to remove any future potential threat. A public awareness campaign has been launched to develop understanding of HIV/AIDS among people. Awareness material has also been included in textbooks under the supervision of MoE to create awareness among the youth. Emphasis has also been given to aware the children regarding the other epidemics and how to avoid such situations by cleaning the surrounding environment and using healthy and hygienic practices. However, efforts at government need yet to be made for impact assessment of pandemics on education system.

8.8 Creation of safe, healthy, inclusive and equitable resourced educational environments conducive to excellence in learning, with clearly defined levels skills and achievement for all

Pakistan has initiated to formulate standards of education, which will also assist in streamlining the teacher training programs and assessment. National Education Assessment System is fully operational and assesses the achievement of children annually and provides feedback to intervene and improve the weaknesses in the system.

In order to attract and retain children in education, concept of child-friendly schools has been introduced in collaboration with NGOs. Multi-national companies (MNCs) and local corporate sector are being encouraged to participate in education sector for enhancement of resources and for the provision of effective environment for learning at institutional level. In response to government initiative, several corporate firms have developed their own programs for the development of education in the country and have also introduced scholarship programs for deserving students.

8.9 Enhancement of the status, motivation, morale and professionalism of teachers

Motivated, professionally sound, and highly dedicated teachers are indispensable for the development of any education sector on sustainable basis. The GoP has realized the dire need to enhance the status, motivation, morale and professionalism of teacher community and certain initiatives are underway to rationale the teacher status in Pakistan. For instance, it is the first time that Government has started celebrating Teacher's Day annually. Awards and financial benefits are being offered to teachers who are giving outstanding performances. In addition, Punjab Government has announced to double the salaries of teachers. The GoP in collaboration with Canadian government under a debt swap Programme has launched a mega project for teacher training. Provincial institutes of teacher education (PITEs) are in place to sustain in-service teacher training programs.

8.10 Harnessing of new information and communication technologies to help achieve EFA goals

To fully harness the potential of information and communication technologies (ICTs) to achieve EFA goals, GoP has taken several initiatives to increase access and service delivery of ICTs. Ministry of Education has planned to equip all middle schools with computer labs by the year 2008. A compulsory school subject - computer science has been added to the scheme of studies for classes VI to VIII.

Data is a prerequisite for informed decision making. Pakistan has National Education Management Information System (NEMIS) along with its counterparts in the provinces. Use of ICTs has triggered the data collection and processing at national, provincial and district levels. Every year, data is collected from the grassroots levels and after analysis, it is disseminated to all stakeholders.

8.11 Systematic monitoring of progress and reaching the un-reached towards EFA goals and strategies at the national, regional and international levels

Without having an institutionalized and effective monitoring and evaluation mechanism (M&E), it is hard to measure outcomes and effectiveness of programs related to EFA goals. Keeping in view the importance of M&E, the Government decided to put in place an institutionalized monitoring and evaluation system. Therefore, a M&E Cells have been established in the MoE, in the provincial education departments and at district level which are working very effectively in the country.

8.12 Establishment and expansion of partnerships towards skills development in education to prepare young people for the labour market, and to promote decent and productive work for youth

Curriculum has been structured to vocationalize general education and courses have been produced to address awareness of children, pre-vocational and preparatory stages. Workshops are being constructed to facilitate vocational and technical education.

To establish link between our educational institutions and production sector, GoP has emphasized on the demand based skills development in education sector to prepare young people for the labour market. At national level, National Vocational and Technical Education Commission (NAVTEC) has been established along with provincial TEVTA to promote and organize technical and vocational education in the country. TEVTA has successfully established institutions at provincial and districts levels to impart technical and vocational education.

SECTION IX

MANAGING INTERNATIONAL SUPPORT AND COORDINATION OF EFA PARTNERS
(EVALUATION OF PERFORMANCE OF DONORS AND EFA CONVENING PARTNERS)

Progress and prosperity of a country, largely depends on the choices of education made available to its people. Indeed, education is one of the most powerful instruments of change. Its importance for achieving national goals through producing young minds imbued with knowledge, attitudes, skills and competencies to shape the future destiny of nation has been fully recognized by the Government of Pakistan.

This is one of the reasons that Education in general and Education For All in particular, is one of the top priorities of the Government. The country has ten-years Perspective Development Plan (2001-11), visualizing the long term macro-economic and sectoral growth strategies. Poverty Reduction and Human Development is the key area of the plan. Sector-wide development approach covering all the sectors of education has been adopted under the Perspective Plan. Moreover, EFA National Plan of Action (NPA) has been developed through broad-based consultations with principal actors and stakeholders, whereas Education Sector Reforms (ESR) has already been started yielding positive results.

9.1 Resource Requirements for EFA:

It is a recognized fact that implementation of all education reforms and plan of actions for EFA involve huge financial resources which put heavy burden on countries such as Pakistan with its meager and limited resource base. It is evident that EFA, MDG and PRSP targets cannot be achieved if the current level of budgetary allocation as percentage of GDP is maintained. For instance, estimated implementation cost of NPA is Rs. 85,982 million for its all three phases. Despite economic and financial constraints, current regime has substantially increased the education budget since 2001. However, it is estimated that it may manage to bear 30 to 50 percent cost of the NPA from its own resources by further gradually increasing the GNP allocations to education sector at maximum 3.5% during the plan period. The gap in resources for the whole plan period is estimated to be Rs. 253 billion i.e. around US$ 4 billion. In order to furnish resources to fill this gap, the assistance of international development partners for financial support through grant and debt SWAP under the Dakar Commitment is inevitable.

9.2 Resource Mobilization:

(a) Internal Financing of Education

According to National Education Census, the public sector expenditure on education came to Rs.139.9 billion in 2004-05 and private sector spent Rs.32.9 billion. The expenditure on education by the private sector is even higher, as 9,000 private institutions have not provided the information. The public sector expenditure on education as percentage of GDP was 2.21% in 2005-06 and 2.43% in 2006-07. The public sector expenditure on education as percentage of total public expenditure (budget) also rose to 11.98% during 2005-06. In absolute terms during the last eight years, the spending on education has increased from Rs.71, 130 billion in 1999-2000 to Rs.211, 779 billion in 2006-07 which is three times higher from its 2001 level.

(b) External Resource Mobilization

Donors' assistance for Pakistan's Education Sector consists of loans as well as grants; which come from different sources. Loans are received from three multilateral organizations namely: Asian Development Bank, the World Bank and the Islamic Development Bank.

Grants are made by six organizations; ILO, UNDP, UNESCO, UNFPA, UNICEF and WFP. Organizations such as AusAid, CIDA, DFID, EC, GTZ, JICA, NORAD, and USAID are also extending their grants. In addition, SCF- UK (a Non-Governmental Organization) is also making some contributions in two districts each of Punjab and Sindh. An Amount of US $ 2191 million has been committed by Donors for promotion of education for the period 2001-2011.

9.3 International Development Partners on EFA Forum

EFA partners (UNESCO, UNICEF, UNFPA, UNDP and World Bank) in Pakistan have set up EFA international development partner forum (INDPF) comprising all the development partners including bilateral and multilateral agencies and international NGOs (INGOs). Co-ordination and resource mobilization of EFA would be the main function of INDPF. The terms of reference (ToRs) of the forum are as follows:

9.3.1 Cooperation and coordination: Work closely to more effectively support the implementation of the Dakar framework of action for Education For All, as part of the poverty reduction strategy and within the framework of UN development objectives in Pakistan.

9.3.2 Policy and Programme review and recommendations: Periodically review the status of EFA in Pakistan and strategies adopted in this area, and recommend measures to improve the situation.

9.3.3 Resource mobilization: Coordinate efforts to mobilize internal and external resources of EFA.

9.3.4 Joint Initiatives: Evolve strategies and programs for the implementation of the national plan of action for EFA, advocacy for EFA, and sharing/dissemination of EFA related data and information.

9.3.5 Broadening the Partnership: Involve other interested UN agencies, development banks, bilateral and international NGOs in EFA efforts.

EFA units at national, provincial and district levels will provide a platform to the respective forum for effective coordination and monitoring/evaluation of EFA activities and programs at respective level.

9.4 Coordination between GOP and Donors for Implementation of EFA Goals

Overseas development assistance has substantially increased over the last few years. Currently, a total of eighteen donors are working in the education sector of the country. Various multi-lateral and bi-lateral agencies along with international non-governmental organizations are providing technical, advisory and financial assistance to the government. Some donors finalize their areas of intervention in consultation with the Government of Pakistan whereas others adopt more of an individualistic approach with minimal or no consultation with the government.

A Strong donor coordination mechanism has been evolved under the chairmanship of Federal Education Minister to bring coherence in donor programs and their funding so as to avoid duplication and overlapping. In order to bring better understanding between donors and MoE, a technical forum called Donor-Education Group (DEG) has also been established which meets regularly on quarterly basis. All donors involved in education sector development participate in it. Each donor as well as Ministry of Education appraise the important ongoing activities and initiatives to be taken in near future, so as to bring donors harmonization and aid-effectiveness.

Following three tiers of Government-Donors interaction has been proposed and implemented:

- **Level One:** A regular high level forum which deals with general issues of education policy and governance. It was decided to hold a meeting every six months with provincial representation.

- **Level Two**: A technical working level forum is comprised of Ministry of Education and Donors Education Group which holds joint meetings on quarterly basis. Participants from Donors as well as the Joint Educational Advisor, Policy and Planning Wing along with his deputies to attend the forum. This forum deliberates, works out plans and agrees on specific issues to be addressed by the MOE. The MoE then forms working groups and donors agree and specify the kind of support they would provide - operational or technical. Sharing on progress of donor coordination activities in each province is a regular feature.

Level Three: Working task groups under the responsibility of the Federal Ministry would be identified to pursue the specified issues in interaction with the provinces and other relevant institutions and stakeholders including the private sector. The work of the groups lead to agree on feasible sector policies, strategies, reforms and investment plans.

9.5 Stress on Streamlining Role of Donors and NGOs in the Education Sector

The Ministry of Education has demonstrated concern over provision of financial aid to NGOs, directly by the Donors, and over non-reporting of the NGOs activities, which is creating problems. Therefore, Provincial and area governments have been asked to keep a watch on NGOs and report to the Ministry on their performance. On the other hand, government has discouraged and showed concern over the direct financial aid to NGOs by Donors at DEG Forum. The MoE is also emphasizing on better coordination among the donors/NGOs so as to avoid concentration of donors in one district/area for same activities.

The GOP/MoE has been engrossed all major Donors working in Pakistan to provide technical as well as financial assistance to reform education sector. Following are some success accounts of GOP/Donors interaction:

Germany: Agreement to Debt Swap-1 for Punjab and Debt Swap-11 for NWFP each amounting to Euro 25.564 million. The debt will be written off equal to the double amount spent by the Provincial Governments according to approved projects.

Canada: Agreement to Debt Swap for education amounting to C$ 100 million. The Canadian debt swap funds are to be utilized for improvement of teacher education by all the Provincial Governments.

JICA: Assistance for improvement of educational facilities in Pakistan. Counterpart Funds for “Rehabilitation of Elementary Schools in Pakistan” by providing missing facilities such as drinking water, electricity, toilets, boundary walls, furniture, equipment, teaching learning materials, etc. the total counter value funds are around Rs. 2.9 billion.

UNICEF: The Annual Work Plan for the year 2005-06 has been finalized with UNICEF for its implementation at Federal level at a total cost of US$ 360,000 mainly for improvement of basic education in Pakistan.

9.6 Fast Track Initiative (FTI)

EFA-FTI is a global partnership initiated by G-8 through multi-lateral and bi-laterals to accelerate progress towards the goal of universal primary completion (UPC) for boys and girls alike by 2015. The initiatives combine stronger national policies, improved capacity, and incremental and effective internal support. The FTI focuses on UPC as one of the six goals of Dakar declaration and also influences to other MDG goals, gender equity and adult literacy. UPC would be an outcome/output indicated to ensure alignment to international indicators, once baseline and projections are established. The ministry of education along with the provincial government has formally entered the FTI process with donors linking it to coherent Donors coordination, PRSP, education sector reforms and the national plan of action for EFA.

Unfortunately, over the past few years, the response from development partners to the government's desire to become an active participant in the FTI has been indifferent. Understandably, the key challenges and possible hindrances for the FTI in Pakistan are as under:

a. Accelerating progress on donor harmonization;
b. A specific issue in the FTI process is the question that how to deal with the federating units as the major responsibility and budgets for education or with the provinces; and
c. Low domestic allocation of resources coupled with low absorptive capacity of the federating units to utilize the available resources for education.

After almost two years, the World Bank and other members of FTI donor group restarted negotiations on FTI process in early 2005. In a firm response sent to FTI Secretariat on March, 15, 2005, the Federal Minister for Education on behalf of Government of Pakistan re-affirmed Pakistan's commitment to become an active participant in the EFA-FTI. It was also stressed that Pakistan would like to have a lead donor for FTI to be identified by the in-country donors. Further process is again dormant since then and no reply has been received so far from FTI Secretariat.

However, it is important to emphasize that bilateral and multilateral donors have played a significant role in the development of education sector. Their assistance must continue for all programs that intend achieving equity, access and quality targets across all education levels. The assistance should be flexible and united for Programme support and include both capital and recurrent cost. There must be commitment to providing predictable resources aligned to Pakistan's Medium Term Budgetary Framework (MTBF).

SECTION X

CONCLUSIONS AND WAY FORWARD

The importance of EFA has been thoroughly conceptualized in the context of goals. The year 2005-06 has reflected promising developments in the country and attaining the goals by 2015 appear feasible but can be accomplished by sustaining the policies and actions and accelerating the current pace. This report has reviewed and analyzed the developments and achievements of EFA initiative by comparing 2001-02 data with 2005-06. There is considerable progress resulting into improvement in all EFA goals which is encouraging for a country like Pakistan.

Education sector development in Pakistan has been heartening since World Education Forum in 2000. The imperative actions have been taken on all fronts as necessitated in the Dakar Framework of Action for EFA. Mid Decade Assessment of Education for All has been carried out to identify achievements and analyze quantitative trends and lessons learnt from the education interventions by the GoP over the past five years (2001-02 to 2005-06).

In Pakistan, ECE stage has been recognized as part of formal education structure and curriculum has been designed to organize pre-primary education. The gross Enrolment Ratio ECE children has substantially increased from 36% to 91% during five years. Consequently, among the new entrants to grade I the number of children having ECE background increased to 74%. The private sector schools have multiple grades in ECE. Reorganization of ECE in public sector has been initiated to meet the requirements of young children.

The National Plan of Action for EFA sets targets for universal primary education to be achieved by mid decade. In some cases, the achievement is even beyond the targets. The system has experienced continuous growth in enrolment at primary education. This encouraging trend reflects assurance of attaining UPE in Pakistan. GIR increased from 96% to 116% whereas NIR enhanced from 77% to 93%. Similar increasing trend is visible in GER Primary (from 71% to 84%) and NER Primary reflects an increase (from 57% to 66%). Likewise, female GER increased from 59% to 76% and NER reflects increase from 47% to 59%. Repetition rate has declined from 2.3% to 1.9%. Survival rate to grade V has improved from 57% to 73%. The public expenditure on primary education has substantially increased from 23.5% to 43.6%. Universal primary education is being further promoted by providing free education i.e elimination of tuition fee, free textbook for all children, financial support and material incentives particularly to females. Secondary education is expanding rapidly as there is increase in the institutions as well as participation.

Literacy is a major focus of all policies and plans in Pakistan. Hence, the youth literacy (15-24years) has witnessed a sizeable increase from 62 percent to about 67 percent. The transition rate of children from primary to lower secondary and from lower secondary to upper secondary has made considerable progress. As regards vocational and technical education, number of institutions and enrolment has increased. New stream of Matric-Tech has been introduced at secondary level. GoP being alive to this need, has created new management infrastructure at national, provincial and district levels.

In Dakar Declaration, each member country is committed to achieving 50 percent improvements in adult literacy by 2015. The adult literacy rate (15 years and above) has made a significant stride from 43 percent to 52 percent in 2005-06. GPI for adult literacy improved from 0.51 to 0.58.

Gender parity is a crucial issue which has been addressed in all policies and plans. GPI has narrowed at all levels of education such as ECE, GIR, NIR, GER at primary and secondary levels, GER

and NER and, survival rates at primary and secondary levels etc. The enrolment of female children is increasing resulting in improved gender parity at primary and secondary levels. Policy has been enforced to recruit only female teachers for primary schools which obviously will help to increase the female enrolment. In some cases, situation is in favour of females such as survival rates to grade V, transition rate between primary and lower secondary as well as between lower secondary to upper secondary.

Among the major thrust areas of education sector reforms is the quality of education for which various strategies have been evolved and adopted. Almost all teachers possess required minimum academic and professional qualifications. Pupil teacher ratio has increased at primary level but decreased at secondary level during the last five years. Public expenditure on education in absolute terms has increased three folds. The public expenditure per pupil at both primary and secondary level has registered a substantial increase as well. A nation wide Programme has been launched to address the missing facilities in schools such as drinking water, electricity, toilets and boundary walls.

Priorities for Action

The results of government efforts are encouraging which reflect its commitment to attain the targets of EFA. Pakistan has accelerated effort to achieve UPE, gender goals, youth and adult literacy, education quality and has increased investment on education. However, following remains the major priorities for action:

Human factor in education change need greater policy attention. The criteria for identification and selection have to be meaningful. Leadership should be promoted in the system through carefully designed incentives. Determining merit through testing should be ensured. Revisiting teacher education programs and establishment of professional development centre in each district to serve as resource hub for primary, middle and secondary schools is needed.

Sustainable improvement in school effectiveness and the quality of education is only possible when apex institutions with sufficient professionals and capacity provide support through research on educational issues of national, provincial and district significance.

Civil society and community participation is imperative to achieve success in EFA. Government and donors fully recognize the dynamic role of community in the promotion of education. Though SMCs and PTAs have been working, but the organizational form of these bodies in most cases, are not proving effective. It would be useful to review the organizational framework of community participation which has to be more flexible and less prescriptive in nature.

UPE by 2015 can only be assured by consolidating and accelerating the efforts for continuity in the increase in enrolment and improvement in NER and GER, reaching the out-reach and disadvantaged groups, enhancing the transitional and survival rates and minimizing the dropout and repetition rates.

Pakistan focuses on literate society and knowledge based economy. Literacy and poverty are higher priority areas in Pakistan and hence, they are part and parcel of education policy and plans and even other national strategic documents such as Poverty Reduction Strategy Paper. Integrated approach has been adopted to address the issues from all dimensions. However, effective monitoring system has to be in place to assure efficiency and achievements.

Although there are multiple challenges but Pakistan has made considerable progress in achieving the gender parity targets in some cases. As there is still need to address female related issues such as institutions, enrolment, teachers, GIR, GER, NER, dropout, renewed commitment to gender goals is required.

Spending on education in Pakistan has experienced three-fold increase but still remains low as a percentage of national income and government has time and again announced its intention to increase spending on education to 4% of GDP. Recommitment to more spending on education as well as spending more efficiently need to be assured.

Pakistan introduced Education Sector reforms and implemented National Plan of Action for EFA, Financial requirements had been worked out and despite economic and financial constraints, government provided funds even beyond the allocations but still gaps remained. Unfortunately, the response from the development partners to the government's desire has been lukewarm, contrary to the Dakar commitments. There is a need on the part of development partners to honour their commitment as they pledged for EFA. Moreover, there is a need to accelerate the progress on donor harmonization so that funds could be targeted towards specific educational areas.

Achieving Education For All is the challenging target for Pakistan. It is more pressing for all the stakeholders to make it a reality.

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GLOSSARY

Achievement: Performance on standardized tests or examinations that measure knowledge or competence in a specific subject area. The term is used as an indication of education quality in an education system.

Adult education: Educational activities, offered through formal, non-formal or informal frameworks, targeted at adults and aimed at advancing, or substituting for initial education and training.

Adult literacy rate: Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group.

Basic education: The whole range of educational activities, taking place in various settings [formal, non-formal and informal] that aims to meet basic learning needs.

Basic learning needs: Defined in the World Declaration on education for All (Jomtien, Thailand, 1990) as essential tools for learning [e.g. literacy, oral expression, numeracy, problem solving] as well as basic learning content [e.g. knowledge, skills, values, attitudes] that individuals should acquire in order to survive, develop personal capacities, live and work in dignity, participate in development, improve quality of life, make informed decisions and continue the learning process. The scope of basic learning needs and how they should be met varies by country and culture and changes over time.

Compulsory education: Educational programmes that children and young people are legally obliged to attend, usually defined in terms of a number of grades or an age range, or both.

Curriculum: A course of study pursued in educational institutions. It consists of planned set of activities to be carried out in and out side the school. When applied to adult, non-formal and literacy programmes the term often implies a less formalized organization of learning materials and methods than in schools and tertiary institutions.

Drop-out rate by grade: Percentage of pupils or students who drop out from a given grade in a given school year. It is the difference between 100% and the sum of the promotion and repetition rates.

Early childhood care and education (ECE): Programmes that in addition to providing children with care offer a structured and purposeful set of learning activities either in a formal institution [pre primary] or as a part of non-formal child development programme. ECE programmes are normally designed for children from age group 3-5 and include organized learning activities.

Enrolment: Number of pupils or students enrolled at a given level of education, regardless of age. See also **gross enrolment ratio** and **net enrolment ratio.**

Entrance age [official]: Age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level, studied full time throughout and progressed through the system without repeating or skipping a grade.

Functional literacy/illiteracy: A person is functionally literate/illiterate who can/cannot engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.

Gender parity index [GPI]: Ratio of female to male values [or male to female, in certain cases] of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

General education: Programmes designed mainly to lead students to a deeper understanding of a subject or group of subjects especially, but not necessarily, with a view to preparing them for further education at the same or a higher level. These programmes are typically school based and may or may not contain vocational elements. Their successful completion may or may not provide students with a labor market relevant qualification.

Grade: Stage of instruction usually equivalent to one complete school year.

Graduate: A person who has successfully completed the final year of a level or sublevel of education. It occurs as a result of passing an examination or a series of examinations.

Gross enrolment ratio (GER): Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% due to early or late entry and/or grade repetition.

Gross intake rate (GIR): Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age.

Gross national product (GNP): Gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

Gross national product per capita: GNP divided by the total population.

Informal education: Learning that takes place in daily life without clearly stated objectives. The term refers to a lifelong process whereby every individual acquires attitude's values, skills and knowledge from daily experiences and the educative influences and resources in his/her environment – e.g. family and neighbors, work and play, the marketplace, the library, the mass media.

International Standard Classification of Education (ISCED): Classification system designed to serve as an instrument suitable for assembling, compiling and presenting comparable indicators and statistics of education both within countries and internationally. The system, introduced in 1976, was revised in 1997.

Language [or medium] of instruction: Language[s] used to convey a specified curriculum in a formal or non formal educational setting.

Life expectancy at birth: Theoretical number of years a newborn infant would live if prevailing patterns of age specific mortality rates in the year of birth were to stay the same throughout the child's life.

Lifelong learning: The concept of learning as a process that continues throughout life to address an individual's learning needs. The term is used widely in adult education to refer to learning processes in many forms and at many levels.

Literacy: One who can read newspaper and write a simple letter in any language.

Literacy practices: The usage and application of literacy skills in specific social settings i.e. households, markets, workplaces, public offices, religious ceremonies, political movements etc.

Literacy projects/programmes: Limited duration initiatives design to impart initial or ongoing basic reading- writing and/or numeracy skills.

Literate/illiterate: The term refers to a person who can/cannot read and write with understanding a simple statement related to her/his everyday life.

Literate environment: A rich literate environment is a public or private milieu with abundant written documents i.e. books, magazines, newspapers, visual materials etc. Whether in households, neighborhoods, schools or workplaces, the quality of literate environments affects how literacy skills are acquired and practiced.

Literate society: A society within which a vast majority of the population acquires and uses basic literacy skills.

Mother tongue: Main language spoken in the home environment and acquired as a first language. Sometimes called the home language.

National language: Language spoken by a large part of the population of a country, which may or may not be designated on official language i.e. a language designated by law to be employed in the public domain.

New Literate: An individual who has recently acquired a minimum level of literacy, also sometimes called a newly literate person.

Net enrolment ratio (NER): Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

Net intake rate (NIR): New entrants to the first grade of primary education who are of the official primary school entrance age expressed as a percentage of the population of that age.

New entrants: Pupils entering a given level of education for the first time irrespective of age, the difference between enrolment and repeaters in the first grade of the level.

Non-formal education: Learning activities typically organized outside the formal education system. The term is generally contrasted with formal and informal education. In different contexts, non formal education covers educational activities aimed at imparting adult literacy, basic education for out of school children and youth, life skills, work skills and general culture.

Numeracy: The ability to add, subtract, multiply and divide. More broadly, it means the knowledge and skills required to effectively manage and respond to mathematical demands and ideas.

Out of primary school children: Children in the official primary school age range who are not enrolled in primary school.

Percentage of new entrants to the first grade of primary education with ECE experience: Number of new entrants to the first grade of primary school who have attended the ECE programmes, expressed as a percentage of the total number of new entrants to the first grade.

Percentage of repeaters: Number of pupils enrolled in the same grade or level as the previous year, expressed as a percentage of the total enrolment in the grade or level.

Private enrolment: Number of children enrolled in an institution that is not operated by a public authority but controlled and managed, whether for profit or not by a private body such as a non governmental organization, religious body special interest group, foundation or business enterprise.

Public expenditure on education: Total public finance devoted to education by local regional and national governments, including municipalities, household contributions are excluded includes both current and capital expenditure.

Public expenditure on education as percentage of total government expenditure: Total current and capital expenditure on education at every level of administration i.e. central regional and local authorities expressed as a percentage of total government expenditure on health education social services, etc.

Pupil: A child enrolled in pre primary or primary education. Youth and adults enrolled at more advanced levels are often referred to as students.

Pupil/teacher ratio (PTR): Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

Repetition rate by grade: Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year.

School age population: Population of the age group officially corresponding to a given level of education whether enrolled in school or not.

Secondary education: It is comprised of three stages, i.e. lower secondary (middle), Secondary and upper secondary. Lower secondary stage consists of classes from VI to VIII, secondary consists of classes IX-X and

upper secondary have classes XI-XII. The examination of secondary and upper secondary education is conducted by the Board of Intermediate and Secondary Education across the country.

Survival rate by grade: Percentage of a cohort of pupils or students who are enrolled in the first grade of an education cycle in a given school year and are expected to each a specified grade, regardless of repetition.

Teachers or teaching staff: Number of persons employed full time or part time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery a mechanism, i.e. face to face and/or at a distance. Excludes educational personal who have no active teaching duties.

Technical and vocational education: Programmes designed mainly to prepare students for direct entry into a particular occupation or trade or class of occupations or trades. Successful completion of such programmes normally leads to a labour market.

Tertiary education: This stage of education comprises university education programmes having educational contents more advanced than those offered in lower and upper secondary education. Entry to these programmes requires the upper secondary education qualification.

Trained teacher: Teacher who has received the minimum organized teacher training pre service normally required for teaching at the relevant level in given country.

Transition rate to secondary education: New entrants to the first grade of secondary education in a given year expressed as a percentage of the number of a pupils enrolled in the final grade of primary education in the previous year.

Youth literacy rate: Number of literate age ranging between 15-24 years is expressed as a percentage of the total population in that age group.

Vision

"Education is a categorical imperative for individual, social and national development that should enable all individuals to reach their maximum human potential. The system should produce responsible, enlightened citizen to integrate Pakistan in the global framework of human centered development."

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